

Criteria for Assessing the Performance of Teacher Preparation Programs: 2003

State	Has the state implemented criteria for assessing teacher preparation program performance?	Implementation Date	List the entities involved in implementation.	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the Criteria	If state has not implemented criteria, has state proposed implementing criteria for assessing teacher program performance?	List the entities involved in the proposal.
Alabama	Yes	5/1/1999	Alabama Professional Education Performance Evaluation (PEPE) Program Standards Advisory Committee; Advisory Panel on Teacher Education and Certification; Alabama State Board of Education; Alabama Deans of Education; Alabama State Department of Education staff members	<p>PEPE criteria were reviewed to determine the extent of their alignment with Council of Chief State School Officers/Interstate New Teacher Licensure and Support Consortium (CCSSO/INTASC) Model Standards for Beginning Teachers and minor changes were made in the PEPE criteria as deemed necessary.</p> <p>In addition, the current standards of national specialty professional associations are reviewed as a basis for updating discipline-specific standards. INTASC Model Standards for Beginning Teachers were used to create Alabama's Professional Studies standards that are applicable to all teaching fields.</p>	<p>With regard to the PEPE Program, teachers are assessed on the job by trained assessors using standard instruments. Eight categories of assessment include: preparation for organized instruction; presentation of organized instruction; assessment of student performance; classroom management; positive learning climate; communication; professional development; and leadership and performance of professional responsibilities. Assessment results are used to develop appropriate professional development plans.</p> <p>With regard to teacher education program approval, programs are reviewed on a five-year cycle. Only programs that document compliance with all applicable standards are submitted to the State Board of Education for approval. Each institution is accountable for the performance of candidates recommended for certification and employed in Alabama public schools to teach the subjects they were prepared to teach.</p>	N/A	
Alaska	No					No	
Arizona	Yes	3/26/2001	Arizona Department of Education; Arizona State Board of Education; Arizona Teacher Preparation Programs.		<p>R7-2-604. Professional Preparation Programs</p> <p>A. The Board shall evaluate and may approve the professional preparation programs of institutions in Arizona which request Board approval.</p> <p>B. Teacher preparation institutions may include, but are not limited to universities and colleges, school districts, professional organizations, private businesses, charter schools, and regional training centers. At a minimum, the teacher preparation program shall include training in the standards described in R7-2-602 and a practicum which provides students in the program opportunities to observe and practice the standards under the supervision of certified teachers.</p> <p>C. The administrative preparation program shall include training in the standards described in R7-2-603 and a practicum which provides students in the program opportunities to observe and practice the standards under the supervision of certified administrators.</p> <p>D. Those institutions with Board approval shall provide, publicly, a statement of the type of approval the program has and for what period of time.</p>	N/A	
Arizona (continued)					E. Board-approved programs shall provide their program graduates with an institutional		

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					<p>recommendation form for issuance of the appropriate Arizona certification. Institutional recommendations shall be on a form provided by the Department.</p> <p>F. Conditional approval may be granted for a two-year period based on evaluation of the program. Representatives of the Department or the Board may conduct a site visit as part of the evaluation.</p> <p>G. Full program approval may be granted by the Board for a two-year period based on the following conditions:</p> <p>1.An assurance that the elements documented for conditional approval are substantially unchanged or that a description of all changes has been provided for evaluation. Representative of the Department or the Board may conduct a site visit as part of the evaluation.</p> <p>2.That at least 75% of the program graduates from the prior two years successfully completed the professional knowledge portion of the Arizona Teacher Proficiency Assessment on their first attempt.</p> <p>3. If at least 60%, but less than 75% of the program graduates successfully completed the professional knowledge portion of the Arizona Teacher Proficiency Assessment on their first attempt, conditional approval of the program may be extended for one year upon approval by the Board of an improvement plan.</p> <p>4. When an applicant has attended more that one institution to complete a professional preparation program, performance on the proficiency assessment shall be attributed to the institution where a practicum was successfully completed.</p>		
Arkansas	Yes	9/8/1986	<p>National Council for Accreditation of Teacher Education.</p> <p>Arkansas Department of Education.</p> <p>Arkansas Department of Higher Education.</p>	National Council for Accreditation of Teacher Education.	The National Council for Accreditation of Teacher Education (NCATE) is the accrediting agency used for the review and approval of all Arkansas teacher preparation programs. Arkansas' partnership agreement with NCATE is described as an all-NCATE-review; i.e., all NCATE standards, and all state/NCATE standards are used for reviewing institutional programs.	N/A	NA

Arkansas (continued)					The NCATE review is a performance-based review.		
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					This matches Arkansas' shift in focus of teacher preparation and licensure to a performance-based credentialing system. Thus, the Arkansas/NCATE partnership collects and analyzes data and information on educational candidate performance as a part of the state approval and NCATE accreditation process.		
California	Yes	1/1/1995		The Commission has established a partnership agreement with the National Council on the Accreditation of Teacher Education (NCATE) and regularly conducts merged accreditation visits for those institutions seeking national accreditation concurrently with state accreditation. California's partnership with NCATE provides for merged state and NCATE reviews of teacher education programs and institutions for the purpose of achieving savings in time, effort, and expense while promoting collaborative efforts to implement rigorous teacher preparation standards. One of the requirements of the agreement is for the State to demonstrate how its standards are aligned with the standards established by NCATE. For California institutions pursuing or seeking renewal of NCATE accreditation, the partnership has served to reduce the duplication of effort and paperwork that would otherwise occur under separate state and national reviews, by allowing institutions to submit a single set of documents for joint accreditation reviews.	The Commission maintains a comprehensive accreditation system that includes regular, rigorous reviews of the more than 80 colleges and universities and eight school districts that sponsor educator preparation programs. The Commission holds all teacher preparation programs to standards of quality and effectiveness. By the end of 2003, the Commission anticipates that all accreditation of teacher preparation programs will conform with the provisions of SB 2042 and will have incorporated the standards of program quality and effectiveness adopted by the Commission in 2001 and 2002.The State has implemented criteria for assessing teacher preparation program performance that includes a set of required preconditions, including regional accreditation. The Commission has adopted a unitary accreditation system for the purpose of holding institutions accountable for the quality of their educator preparation programs. The Commission requires all sponsors of teacher preparation programs to meet the same standards of quality and effectiveness and believes that its standards for accreditation provide the strongest possible assurance that professional credentials are awarded only to individuals who have earned them. The California Common Standards are roughly equivalent to the NCATE 2000 Unit Standards and either set may be used for a California accreditation visit. California's accreditation system is governed by an Accreditation Framework adopted by the Commission. This framework advances the quality of education preparation through the creation of an integrated accreditation and certification system. Under the Commission's accreditation system, institutions are required to meet eight Common Standards of program quality and effectiveness that apply to all credential programs, and must also meet specific program standards of quality and effectiveness that apply to various educator preparation programs that may be offered.The State is in the process of implementing a standards-based teaching performance assessment that will be embedded in teacher preparation programs leading to a preliminary teaching credential beginning in 2003-2004. Accreditation visits are scheduled every five to seven years and are conducted for the purpose of ensuring that institutions offering educator preparation programs are meeting established standards. In preparing for an	N/A	

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California (continued)					accreditation visit, institutions receive technical assistance from Commission staff. Accreditation visits are conducted by review teams consisting of two to 25 trained volunteers who are appointed from higher education and K-12 and generally reflect the range of programs offered at the institution. During the course of the accreditation visit, the review team gathers information about the quality of the education unit and credential programs at the institutions. Sources of information include written documents and interviews with institutional administrators, program faculty, enrolled candidates, field supervisors, recent graduates, employers of graduates, and program advisors. At the conclusion of the accreditation visit, the review team submits its recommendation to the Commission's Committee on Accreditation, which has the statutory authority to make the accreditation decision. After reviewing the recommendation of an accreditation team and an appropriate institutional response, the Committee on Accreditation makes a decision about the accreditation of educator preparation programs at an institution. The Accreditation Framework, which guides the accreditation process, calls for three categories of accreditation decisions: Accreditation, Accreditation with Stipulations, and Denial of Accreditation.		
Colorado	Yes	7/1/2002	The Colorado Commission on Higher Education and the Colorado Department of Education have implemented and continue to refine a comprehensive system for assessing the performance of institutions that prepare teachers for initial licensure.		Teacher preparation programs are assessed based on compliance with the State Board of Education's Performance-Based Standards for Colorado Teachers and quality indicators adopted by the Colorado Commission on Higher Education.	No	
Connecticut	Yes	7/8/1998	Connecticut Teacher Preparation Program Approval Teams including higher education faculty, PK-12 faculty and Connecticut State Department of Education Staff.	National Council for Accreditation of Teacher Education (NCATE)	Connecticut teacher preparation programs are currently transitioning to the NCATE Standards. Effective 7/1/2003, NCATE Standards in addition to Connecticut Statutory and Regulatory requirements will be implemented for program approval and educator certification.	Yes	
Delaware	Yes	1/1/1989	The Delaware Department of Education (DDOE), through the Professional Standards Board and higher education representatives, is revising the state's current teacher preparation program review process. This process includes criteria for evaluating the quality of the program and, like the existing process, will be consistent with NCATE, NASDTEC, and DDOE higher education standards.	The process is consistent with NCATE and NASDTEC standards.		N/A	
District of Columbia	Yes	7/1/2002	State/NCATE accreditation and Program approval standards that were adopted in 1999. First institutional review under new standards occurs in fall of 2002.	All NCATE specialty area affiliate national standards are used for subject area programs.		N/A	

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Florida	Yes	7/1/1990	Florida Legislature, State Board of Education, Education Standards Commission, Department of Education, and NCATE.	Florida participates in a partnership with NCATE for joint review of teacher preparation programs at NCATE accredited institutions.	The initial approval process currently in place was implemented in 1990 and focuses on ensuring that program elements are in place to provide students with an opportunity to attain required competencies. The initial approval process is based on 19 state standards for program approval. The continued approval of teacher preparation program approval process was implemented in 1997 and is contingent upon meeting the 5 Standards for Continued Approval which include performance standards related to passing rates on state certification examinations, rehire rates of graduates, and performance demonstration requirements of teacher competencies and skills. In addition, continued approval is based upon at least a satisfactory rating from public schools and nonpublic schools that employ graduates of the programs. Section 1004.04(3)-(11.)Florida Statutes. http://firm.edu/doe/rules/6a-5.htm#6A-5.065	Yes	The State has implemented criteria. See #1.
Georgia	Yes	12/1/2001	The criteria for teacher preparation program performance is established by the Georgia 2000 standards, standard two that directs institutions to develop an assessment system based on the program's conceptual framework. Each institution will use its assessment system to report on its beginning teachers' accomplishments defined by the INTASC standards.	Georgia uses national content standards to define the content for the teaching fields approved in Georgia. The standards developed by the national organizations associated with NCATE, referred to as SPAS, are used for program evaluation and approval. In instances where no national standards exist, Georgia appoints task forces to develop them.	Criteria are the INTASC standards. See web site listed below.	N/A	N/A
Hawaii	Yes	9/1/2003	The responsibility for "approving teacher preparation programs;" was transferred by Hawaii Revised Statutes 302A-803 to the Hawaii Teacher Standards Board, effective July 1, 2002	Council for Exceptional Children (CEC) - special education; Council for Accreditation of Counseling Programs and Related Education Programs (CACREP) - school counseling; American Association of School Librarians (ALA/AASL) - school librarianship; the National Association for the Education of Young Children (NAEYC) - early childhood.	Each Unit seeking initial state approval must also submit its conceptual framework as a precondition for establishing eligibility for state approval. In Hawaii, in order to meet state licensing standards, teacher candidates must demonstrate competencies as defined by the Hawaii Teacher Performance and Licensing Standards (www.htsb.org) and the Hawaii Content and Performance Standards (www.doe.k12.hi.us) which have been integrated into the state approval standards.	N/A	
Idaho	Yes	1/1/2001	Teacher preparation program approval continue to use adopted State Board of Education beginning teacher standards. The Professional Standards Commission has developed the process.	INTASC, NCATE, and content area standards were used in the development of beginning teacher standards.	The standards are now performance-based, replacing previously used input-based standards.	Yes	Refer to #1 above.
Illinois	Yes	1/1/2002	Higher education faculty and administrators and public school personnel (e.g., teachers, administrators, etc.) are trained to serve as members of state review teams that visit campuses to assure compliance with state statutes and rules and to assess program performance. With NCATE-accredited institutions, there is a joint team composed of Board of Examiner members trained and selected by NCATE and state reviewers trained and selected by the State Board of Education. Beginning September 2002, Illinois implemented a program approval process to ensure that all approved programs meet the State professional education standards and, for institutions accredited by NCATE, the national specialty organizations	National Council for the Accreditation of Teacher Education (NCATE)-- 2000 standards, Edition 2002.	The six unit accreditation standards developed by NCATE and adopted by the Illinois State Board of Education focus on the performance assessment of candidates, the qualifications of faculty, the clinical phase of preparation programs, diversity of the candidate and faculty populations, and the governance of the unit. Important components are the assessment	N/A	

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

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Illinois (continued)			(SPAs) recognized by NCATE. One year prior to an institution's accreditation review, the institution must submit program reports for each program offered to content-area panels convened by the State Board of Education. If the accreditation review will be a joint review by the State and NCATE, program reports must be submitted to the recognized SPAs, and addendum, if applicable, to the State program panels. The State panels members are selected from a pool of individuals with expertise in the respective content-area and have been trained in the program review process. The recommendations of the panels and the on-site review team report is submitted to the State Board of Education, which makes the program approval decisions in consultation with the State Teacher Certification Board.		system devised and implemented by the unit as well as the conceptual framework that guides its work with candidates.		
Indiana	Yes	6/30/2002	Every approved program was required to submit a Unit Assessment System to the Indiana Professional Standards Board (IPSB)on or before June 30, 2002. The Unit Assessment System must be data driven and include the use of data to inform program improvement. Program reports are due annually on October 15th. This report must address any weaknesses or areas for improvement identified in the most recent accreditation visit report.	Indiana is a partnership state with the National Council for Accreditation of Teacher Education (NCATE). NCATE program standards can be found on the web at http://www.ncate.org/2000/unit_stnds_2002.pdf The Unit Assessment System is aligned with Standard 2 of the NCATE standards.	Programs report each October to both NCATE and IPSB. Twelve to eighteen months prior to the NCATE accreditation visit programs participate in a formative review of their Unit Assessment System. These reports are reviewed by the Teacher Education Committee of the IPSB.	N/A	
Iowa	Yes	8/31/2001	Iowa State Board of Education Iowa Department of Education	INTASC standards adaptation of NCATE standards	The program approval rules require institutions to demonstrate what standards candidates must meet and demonstrate to be admitted to, to continue in, and to complete the program successfully and be recommended for licensure; the connection of these competencies with facilitating student achievement and the means for assessing these performances; the integration of courses with field experiences; the collaboration among practitioners, teacher educators, and other stakeholders; the collection, analysis, and utilization of assessment data for both evaluating candidates and continuous program improvement.	N/A	
Kansas	Yes	1/1/2002	Kansas has had criteria in place for assessing and accrediting teacher education programs for over 30 years. In January 2002 we began using the NCATE 2000 Standards for unit accreditation. Kansas continues to use the "program review" process for program approval one year prior to the on site visit. The Evaluation Review Committee (ERC) is responsible for reviewing both the program reports and the site visit report and making recommendation to the State Board of Education for accreditation and program approval in Kansas.	Kansas has had a partnership agreement with NCATE since 1988 and has been conducting joint accreditation visits since that time.	An outline of the process, procedures and required documentation may be found on the Kansas State Department of Education website.	No	N/A

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Kentucky	Yes	1/1/1998	<p>The Kentucky Education Professional Standards Board (EPSB) and the National Council for Accreditation of Teacher Education (NCATE).</p> <p>Kentucky is a partnership state requiring all institutions to meet NCATE standards though some institutions choose not to be accredited by NCATE.</p>	The national learned societies' specific program standards.	Institutions seeking accreditation must demonstrate how they integrate the national learned societies' program standards into their teacher certification programs.	N/A	
Louisiana	Yes	4/8/2001	The entities involved include the Board of Regents, the Governor's Office, the State Board of Elementary and Secondary Education, and the Louisiana Department of Education. The state began implementing new criteria for a Teacher Preparation Accountability System during 2001-02. The criteria is listed in Item #4.	The State has a partnership with the National Council for Accreditation of Teacher Education (NCATE). All public institutions are expected to be NCATE accredited. The NCATE standards address the following: candidate knowledge, skills, and dispositions; field experiences and clinical practice; diversity; faculty qualifications, performance, and development; and unit governance and resources.	<p>A comprehensive Teacher Preparation Accountability System is being phased in over a four year time period to assess the performance of teacher preparation programs in Louisiana. Once fully implemented, the comprehensive system will examine scores in three major areas (e.g., Teacher Quantity Index; Institutional Performance Index; and Authentic University-Schools Partnership Index). During 2001-2002, the first phase of the system was implemented. The only indicator examined was the PRAXIS passage rates of program completers to assess Institutional Performance. During 2002-2003, a single composite score (i.e., Teacher Preparation Performance Score) was calculated for each institution. The Teacher Preparation Performance Score was calculated by summing the average index for Teacher Quantity and the average index for Institutional Performance and dividing by two. Teacher Preparation Performance Score = (Institutional Performance Index + Teacher Quantity Index) / 2</p> <p>The following labels were assigned to institutions based upon the following Teacher Preparation Performance Scores: Exemplary Teacher Preparation Program = Performance Score of 125.0 and above; High Performing Teacher Preparation Program = Performance Score of 100.0 -124.9; Satisfactory Teacher Preparation Program = Performance Score of 80.0 - 99.9; At-Risk Teacher Preparation Program = Performance Score of 50.0 - 79.9; and Low Performing Teacher Preparation Program = Performance Score of 0 - 49.9.</p> <p>Results of the Teacher Preparation Accountability System are provided in each university's institutional report. All institutional reports are made available to the public on the Board of Regents web site, and results of the Teacher Preparation Accountability System are officially reported in a public meeting to the Board of Regents and the Board of Elementary and Secondary Education. The following is a listing of all indicators that were included in the Institutional Performance Formula and Quantity Formula for 2002-2003.</p> <p>Institutional Performance Formula & Indicators: Formula: Institutional Performance Index = (Certification Index + Graduate Satisfaction Index) / 2</p> <p>Indicators: (1) Passage rates of 2001-2002 traditional and alternate certification program completers (Certification Index); (2) Ratings by 2001-2002 traditional program completers pertaining to the quality of their teacher preparation programs in preparing them for their first year of teaching</p>	Yes	The state is implementing criteria for assessing teacher program performance.

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Louisiana (continued)					(Graduate Satisfaction Index).Teacher Quantity Formula & Indicators: Formula: Quantity Index = Percentage of increase/decrease between a Baseline Score and Quantity Score converted into a scaled score.Baseline Score = 1999-2000 Program Completers Quantity Score = Program Completers + (.5 * [Certification Shortage + Rural Shortage + Racial Minority + Teaching Minority])Indicators: (1) Number of traditional and alternate certification program completers (Program Completers); (2) Number of traditional and alternate certification program completers in critical certification shortage areas (i.e., mathematics, science, mild/moderate special education, and middle school certification) (Certification Shortage); (3) critical rural district shortage areas (i.e., five rural districts identified by the state with the largest percentage of uncertified teachers) (Rural Shortage); (4) Number of racial minority traditional and alternate certification program completers (Racial Minority); and (5) number of male early childhood and male elementary traditional and alternate certification program completers (Teaching Minority). Future Indicators:Additional indicators will be phased in during 2003-2004 and 2004-2005: Institutional Performance Index:Future indicators include: (1) Ratings by new alternate certification teachers of the quality of their teacher preparation programs to prepare them for their first year of teaching (2003-2004); (2) Ratings by mentors of first year teachers regarding the quality of teacher preparation programs to prepare new teachers (2003-2004); and (3) Retention rates of traditional and alternate certification program completers (2004-2005). Authentic University-School Partnerships: Future indicators include: (1) Improvement in growth targets in Professional Development Schools for K-12 School Accountability System (2004- 2005); (2) Other indicators (to be determined).		
Maine	Yes	10/13/1978	State Board of Education. The existing rule was last amended March 4, 2002. State Board of Education rule Chapter 114 (Purpose, Standards and Procedures for the Review and Approval of Educational Personnel preparation Programs) applies to all Maine colleges and universities, public and private, that prepare professional educators. It specifies the conditions for receiving or being denied state Program Approval by the State Board of Education. The recently amended rule aligns teacher preparation program approval standards with Maine's performance standards for initial teacher certification, and incorporates revised procedures for evaluating teacher candidate performance in the approval process of teacher preparation programs.	Much of the revised standards, including Maine's results-based Beginning Teacher Standards, have been adapted from the NCATE 2000 standards (National Council for Accreditation of Teacher Education).	Teacher preparation programs are expected to meet specific standards in each of these six categories: Initial Teacher Candidate Performance; Assessment System and Unit Evaluation; Field Experiences and Clinical Practice; Diversity; Faculty Qualifications, Performance, and Development; Unit Governance and Resources. Institutions are evaluated every five years. Please see our web references for further details.	N/A	

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Maryland	Yes	10/1/2001	<p>In 1995, the Maryland Higher Education Commission (MHEC) created the Teacher Education Task Force, comprised of Maryland educators from MHEC, MSDE, local school systems, and teacher education programs from the institutions of higher education. The Task Force Report was adopted by MHEC and MSDE and became policy for institutional reviews through the state program approval process. This report is commonly known as the Redesign of Teacher Education. In 1999, MSDE created the Title II Planning Committee comprised of MSDE, MHEC, and institutional representation. This group developed specific performance-based criteria for each of the four major components of the Redesign of Teacher Education.</p> <p>In 2001, MSDE enlarged and renamed the Title II Planning Committee to the Title II Advisory Committee to assist the state in the beginning efforts of implementing these new criteria into the program approval process. Additional members include professionals from the Maryland Independent College and University Association (MICUA), representatives from offices of institutional services, and the University System of Maryland. The first program approval review of the teacher education institution based on the new criteria was in October 2001. The specific criteria with indicators can be found in section V, question 2 of this report.</p>	The Maryland Institutional Performance Criteria have embedded the use of Maryland's Essential Dimensions of Teaching (EDots) or the national INTASC standards. NCATE accreditation is required for Maryland Institutions of Higher Education with 2,000 or more students. NCATE standards are used in conjunction with the Institutional Performance Criteria to accredit those institutions in a joint NCATE accreditation/Maryland State program approval process.	The Maryland Institutional Performance Criteria are described at: http://www.msde.state.md.us/paab/pds/Institutional_Performance_Criteria.pdf	N/A	
Massachusetts	Yes	10/1/2001	A sponsoring organization seeking approval of its preparation program(s) shall invite the Department to review them. The sponsoring organization shall provide written evidence that it satisfies the requirements set forth in 603 CMR 7.03 (2) and (3) for each program for which approval is sought. The Department of Education shall review the written information for each proposed program and verify it through an onsite review at the sponsoring organization. The Department shall use the same standards in reviewing all programs and sponsoring organizations for approval.	Nine colleges and universities sought NCATE approvals as well as state program approval. Massachusetts Educator Preparation Program Approval Regulations take precedence.	Program approval will be for a period of five years: During the five-year approval period a sponsoring organization that seeks approval of a new program may ask the Department for an informal review of that program. If the review is favorable, individual candidates who complete the program will be deemed to have met the requirements for licensure in Massachusetts, providing they meet all other requirements. Approval of the program will be considered at the time of the next five-year program review.Required Program Components: Initial License. All sponsoring organizations and approved programs leading to the Initial license shall provide the following components: 1) Preparation that addresses the following: a Subject matter knowledge requirements for the license. b) Knowledge of appropriate student learning standards in Massachusetts Curriculum Frameworks. c) Professional Standards for Teachers or Administrators (603 CMR 7.08 and 7.10), including the use of Massachusetts Curriculum Frameworks in instruction. d) Application of knowledge in practice, and 2) Pre-practicum. 3) Practicum or practicum equivalent. 4) Assessment of candidate performance during the	N/A	

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					practicum, using guidelines developed by the Department. 5) Appropriate services for advising		
Massachusetts (continued)					candidates. 6) Official transcripts of all candidates enrolled in each program. 7) An annual report to the Department. Professional License. Approved programs leading to the Professional license shall demonstrate the following components: 1) Preparation that satisfies the requirements in 603 CMR 7.04 (2)(c)5.b.,c., or f. 2) Appropriate services for advising candidates. 3) Official transcripts of all candidates enrolled in the program. 4) An annual report to the Department.		
Michigan	Yes	1/1/1994	The State Board of Education; Staff from the Office of Professional Preparation Services (OPPS); MDE K-12 Curriculum staff; Stakeholder review teams.	NCATE and National specialty organizations; TEAC is under consideration.	<p>Criteria were developed by the Periodic Review and Program Evaluation (PR/PE) Council for seven quality indicators/accountability factors for the review of the teacher preparation units and for twelve indicators/section areas for the review of specialty-area programs. The unit responds to the following quality indicators/accountability factors and also provides survey and program data:</p> <p>1) Teacher Candidate Performance 2) Field Placement 3) Diversity 4) Faculty 5) Parent/Community Involved 6) Technology 7) Statutory/Regulatory/Policy Requirement.</p> <p>For specialty-area program review, institutions provide information in the following categories:</p> <p>1) Summary of Course Requirements 2) Program Summary 3) Instructional Faculty 4) Candidate Preparation 5) Collaboration/Partnership 6) Professional Development and Support 7) Response to specialty program standards 8) Special Recognition of Program 9) Methods for Instruction 10)Course Descriptions 11)Syllabi</p> <p>It is noted, however, that the above criteria are currently being re-developed to ensure that the process adds value to the institutions and this new process will be determined by a superintendent-level decision.</p>	N/A	
Minnesota	Yes	9/1/2001	Minnesota Board of Teaching	Minnesota standards for teacher preparation programs and licensure were developed using the criteria and standards from the following national organizations:American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD); American Library Association (ALA); Council for Exceptional Children (CEC); International	National performance standards	N/A	NA

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				Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE); International Reading Association (IRA); National Association for the Education of Young Children (NAEYC); National Council for the Social Studies (NCSS); National Council of Teachers of English (NCTE); National Council of Teachers of Mathematics (NCTM); National Middle School Association (NMSA); National Science Teachers Association (NSTA); Interstate New Teacher Assessment and Support Consortium (INTASC)			
Minnesota (continued)							
Mississippi	Yes	5/21/1999	All of Mississippi's colleges and universities	NCATE, INTASC, and Specialized Professional Associations	See Mississippi Department of Education Process and Performance Review Guide, July 1999, pp. 6-8	N/A	
Missouri	Yes	9/1/1999	<p>The Misstep Standards and Procedures were developed by the Misstep Work Group, a task force representing all teacher preparation institutions in Missouri, as well as k-12 educators, administrators, representatives of two-year colleges, and the Coordinating Board for Higher Education (CBHE).</p> <p>The State Board of Education adopted the Misstep Standards and Procedures by rule in May of 1999.</p>	<p>National Council for the Accreditation of Teacher Education (NCATE)</p> <p>Principles for Beginning Teachers published by the Interstate New Teacher Assessment and Support Consortium (INTASC) subject knowledge competencies which were developed from guidelines of national and state professional organizations and incorporate learning outcomes identified in the Show-Me Standards</p>	<p>Subject Knowledge Competencies -</p> <p>Performance-based Competencies -</p>	N/A	
Montana	Yes	1/1/2001	<p>Montana Board of Public Education</p> <p>Montana University System</p> <p>Montana School Boards Association</p> <p>Montana Office of Public Instruction</p> <p>Certification Standards and Practices Advisory Council</p> <p>Montana Advisory Council for Indian Education</p> <p>Montana Professional Educator Organizations and Associations</p> <p>Deans' Council</p>	National Council for Accreditation of Teacher Education (NCATE)	As required by the Montana Professional Educator Preparation Program Standards, each teacher preparation unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.	N/A	
Nebraska	Yes	8/1/2002	The membership of the Nebraska Council on Teacher Education which includes representation from the following groups:Nebraska Department of EducationAll Nebraska teacher preparation programsNebraska State Education AssociationNebraska Association of School BoardsNebraska Council of School AdministratorsNebraska PTANebraska Council for American Private Education	American Association of Health EducatorsNational Association of Sport and Physical EducationAmerican Association of School LibrariansCouncil for Exception ChildrenEducational Leadership Constituent CouncilInternational Reading AssociationInternational Society for Technology in EducationNational Association for the Education of Young ChildrenNational Association of School PsychologistsNational Council for the Social StudiesNational Council of Teachers of EnglishNational Council of Teachers of MathematicsNational Middle School AssociationNational Science Teachers AssociationAssociation for Childhood Education International	The national standards for each of these organizations are used as the foundation for consideration of program criteria that become the standards for content endorsements found in Chapter 24. All of these organizations are affiliated with NCATE as part of the Specialty Professional Associations and are represented on NCATE's Specialty Areas Studies Board.	N/A	

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Has the state implemented criteria for assessing teacher preparation program performance?	Implementation Date	List the entities involved in implementation.	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the Criteria	If state has not implemented criteria, has state proposed implementing criteria for assessing teacher program performance?	List the entities involved in the proposal.
Nevada	Yes	7/1/2000	The State Board of Education adopted new regulations effective July 1, 2000, governing the assessment of teacher preparation programs in Nevada. See response provided below regarding the implementation of teacher preparation program approval criteria.	The new performance based teacher preparation program standards for Nevada were adopted into regulation by the State board of Education and became effective July 1, 2000. The adopted regulations can be located at www.leg.state.nv.us/nac/search/nacquery.cfm by searching for NAC 391.557 and NAC 391.558.The regulations require that all teacher education programs must comply with INTASC standards. The INTASC standards located at www.ccsso.org/intasc.html , shall be used as the standards of performance for the program.	See above.	N/A	The state has implemented criteria.
New Hampshire	Yes	9/9/1999	The Council for Teacher Education.	The National Board of Professional Teaching Standards.	The New Hampshire Council for Teacher Education develops and implements the process for reviewing teacher preparation programs within the state. In reviewing programs, the Council uses the standards for each teaching content area in the state.	N/A	
New Jersey	No		N/A	N/A	See explanation in 2) below.	Yes	The New Jersey Department of Education has presented to the State Board code language mandating national accreditation through either the National Council for Accreditation of Teacher Education (NCATE) or the Teacher Education Accreditation Council (TEAC) for all IHE's offering preparation programs leading to licensure for educators. The State Board of Education has published the draft code and plans to adopt in December 2003 for implementation beginning January 2004. Criteria will include the necessity for programs and candidates to meet New Jersey's version of the INTASC standards, as well as preparation in the New Jersey Core Curriculum Content Standards. In addition, programs will need to meet specialty standards, also based on national standards. The Department is currently working on identifying those specialty standards.
New Mexico	Yes	7/1/1991	<p>In 1991, the State Board of Education (SBE) entered into a partnership with the National Council for the Accreditation of Teacher Education (NCATE) to improve the quality of teacher preparation in New Mexico and to increase the efficiency and effectiveness of the program approval process. The SBE uses the Professional Standards Commission (PSC), a nineteen member advisory body on teacher quality matters, to implement, monitor, and evaluate the processes for evaluating teacher preparation programs.</p> <p>NCATE is a voluntary, national professional accrediting agency that determines which colleges and universities meet national standards in preparing teachers. All New Mexico IHEs that prepare teachers are evaluated on the NCATE/New Mexico standards and protocol regardless of whether or not they seek NCATE accreditation. The</p>		<p>As described in earlier sections of this Report, the state conducts a specialty area program review one semester prior to the on-site evaluation of the education unit.</p> <p>During the specialty area review, the PSC examines the following:</p> <p>1) A description of the program including entry and exit requirements;</p> <p>2) A matrix showing the relationship between SBE competencies and the required courses;</p> <p>3) Course descriptions;</p> <p>4) Course syllabi;</p> <p>5) Faculty qualifications and development;</p>	N/A	

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Has the state implemented criteria for assessing teacher preparation program performance?	Implementation Date	List the entities involved in implementation.	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the Criteria	If state has not implemented criteria, has state proposed implementing criteria for assessing teacher program performance?	List the entities involved in the proposal.
			partnership facilitates a flexible evaluation system whereby NCATE Unit Standards are combined with		6) Assessment data relative to the following:		
New Mexico (continued)			<p>New Mexico's specialty area program competencies to assess the quality of New Mexico's educator preparation programs.</p> <p>For those institutions that choose NCATE accreditation, a joint team comprised of NCATE and state representatives conducts an on-site visit in accordance with the NCATE/New Mexico protocol. A team consisting of only state members will visit the IHEs that do not choose to be NCATE accredited.</p> <p>The partnership between the SBE and NCATE for university program approval establishes two levels of program approval procedures:</p> <p>1) Approval of the entire education unit (college, department, or school of education) to ensure that the six NCATE Unit Standards (Candidate Knowledge, Skills, and Dispositions, Assessment System and Unit Evaluation, Field Experience and Clinical Practice, Diversity, Faculty Qualifications, Performance, and Development, Unit Governance and Resources) are met; and</p> <p>2) Approval of individual specialty area (licensure and endorsement) programs to ensure that SBE competencies are taught in all specialty area programs that lead to a New Mexico entry level license and endorsement, and that each specialty area program meets the requirements established by the SBE.</p>		<p>a. Evidence that students have the skills and knowledge to be good teachers;</p> <p>b. Evidence that students have sufficient knowledge of the profession;</p> <p>c. Evidence that students are able to cope with discipline matters in the classroom;</p> <p>d. Evidence that students can and do use appropriate technology;</p> <p>7) A description of teaching strategies; and</p> <p>8) Federal reporting requirements, including pass rates on required licensure examinations.</p> <p>The institution's pass rate is considered among other data in determining the quality of the programs. The findings and conclusions of the PSC during this review are provided to the on-site board of examiners team when it evaluates the entire education unit. All findings and conclusions are presented to the SBE for program approval decisions.</p> <p>For those institutions seeking NCATE initial or continuing accreditation, the results are used by NCATE for national accreditation decisions.</p>		
New York	Yes	1/1/1999	<p>The New York State Board of Regents</p> <p>The New York State Professional Standards and Practices Board for Teaching</p> <p>New standards for teacher preparation programs and criteria for assessing performance were adopted in 1999 in Commissioners Regulations, 52.21(b). The Regents consulted with teacher education institutions, professional associations in education and with teacher educators, school boards, parent organizations and advocacy groups.</p>			N/A	
North Carolina	Yes	4/6/2000	Representatives of the public and independent colleges and universities with approved teacher education programs articulated the criteria for rewarding and sanctioning institutions. Input from all deans/directors of teacher education was solicited as the criteria were being articulated. Parallel criteria have been articulated for graduate programs and school administration programs.The criteria were revised for use with the 02-03 IHE Performance Report which will be released in November 2003.		IHEs with approved teacher education programs annually submit a report to the Department of Public Instruction. The report contains both quantitative and qualitative data on the teacher education programs. Three criteria are used: Service to the Public Schools; Performance of Program Completers on Praxis II exams; and Employer/Graduate Satisfaction. http://www.ncpublicschools.org/ihe .	N/A	

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Has the state implemented criteria for assessing teacher preparation program performance?	Implementation Date	List the entities involved in implementation.	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the Criteria	If state has not implemented criteria, has state proposed implementing criteria for assessing teacher program performance?	List the entities involved in the proposal.
North Dakota	Yes	7/1/2003	NCATE and Education Standards and Practices Board		Teacher education unit and content standards	N/A	
Ohio	Yes	4/1/2001	Chapter 3301-24 of the Ohio Administrative Code, effective 1998, aligns Ohio institutional approval requirements with INTASC and NCATE performance-based standards, with consideration of the performance of graduates for institutional approval, and with the requirements of the national content specialty associations for development and approval of programs. Standards were adopted by the State Board of Education on the basis of extensive public input and recommendations from the Ohio Teacher Education and Licensure Advisory Commission, a broadly representative 21 member state board appointed commission, as well as concurrent resolution by the Ohio General Assembly. A Report on the Quality of Teacher Education in Ohio, published annually, provides additional data on each institution and the context of teacher preparation in the state. A Task Force, representative of the education community, was instrumental in planning the benchmarks in performance areas for the annual reports.	Ohio requires institutions to meet the INTASC and NCATE standards for institutional approval and the standards of the national professional associations for program approval. All criteria are used during the on-site evaluation of teacher preparation institutions. The results are used in the benchmarks for institutional performance.	<p>Ohio's institutions of higher education must meet three performance benchmarks:</p> <p>1. Five-year approval of the teacher education program based on an on-site review using standards of the National Council for the Accreditation of Teacher Education. An institution that receives a two year approval as a result of the findings during the on-site evaluation is placed in the at-risk category. Three consecutive years in the at-risk category results in placing the institution in the low performance category. Two consecutive years in the low performance category results in decisions on the approval of the institution to continue as a teacher preparation institution.</p> <p>2. An institutional summary pass rate on Praxis II of 80% or greater. An institution that is below 80% is placed in the at-risk category. Three consecutive years in the at-risk category results in placement of the institution in the low performance category. Two consecutive years in the low performing category result in decisions on the approval of the institution to continue as a teacher preparation institution in the low performing program areas.</p> <p>3. An institutional summary pass rate of 85% or greater on the Praxis III Professional Assessment for Beginning Teachers. An institution with a summary passage rate below 85% will be classified as at-risk. Three years in the at-risk category results in placement of an institution in the low performing category. Two consecutive years in the low performing category result in decisions on the approval of the institution to continue as a teacher preparation institution in the low performing program areas.</p>	N/A	
Oklahoma	Yes	9/1/1997	Oklahoma Commission for Teacher Preparation Oklahoma State Department of Education	Learned Professional Societies National Council for Accreditation of Teacher Education (NCATE) Interstate New Teacher Assessment and Support Consortium (INTASC)		N/A	
Oregon	Yes	1/1/1999	Teacher Standards and Practices Commission Oregon Association of Colleges for Teacher Education Oregon University System Oregon Independent Colleges Association		Programs are assessed on meeting standards for program approval outlined in the Oregon Administrative Rules (OAR) for Teacher Standards and Practices, Division 17. The major criteria is performance level of candidates and program completers in the field.	N/A	

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Has the state implemented criteria for assessing teacher preparation program performance?	Implementation Date	List the entities involved in implementation.	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the Criteria	If state has not implemented criteria, has state proposed implementing criteria for assessing teacher program performance?	List the entities involved in the proposal.
			Council of Deans and Directors of Teacher Education				
Pennsylvania	Yes	10/3/2001	The Pennsylvania Department of Education conducts major program reviews at each college/university that has approved education programs. A team of individuals from other colleges, school districts, state staff, etc. travel to the college site to review the operations of each program as well as the overall educational operation. Pennsylvania's General Standards and Program Guidelines are utilized for the assessment and each program area expert evaluates the college's delivery of the state's established minimum requirements in content, performance and professionalism. Major program reviews, usually lasting three days are conducted at least once every 5 years. There are 93 colleges in Pa. with teacher education programs.	Pennsylvania utilizes our own General Standards and Program Specific Guidelines which identifies 1) Knowing the Content, 2) Performance Required 3) Professionalism.		N/A	
Rhode Island	Yes	8/1/2000	The implementation of our performance-based system for program approval was accomplished by a collaborative effort with all eight (8) institutions of higher education in Rhode Island, Department of Education staff, and Rhode Island teachers and administrators working over a period of several years with a national consultant with expertise in performance assessment systems. Our work began in 1993 with the development of the Rhode Island Beginning Teacher Standards. (RIBTS) Building on this work our eight (8) institutions of higher education worked with Department staff and the national consultant to design a performance-based program approval system. The system requires our institutions of higher education to assess candidate performance in preparation programs to the RIBTS and to national subject content standards in the area of preparation. Candidates are required to maintain a portfolio of their work as one measure of assessing performance to the standards. Please see http://www.ridoe.net for more details.	The RIBTS are based the INTASC model standards for beginning teachers. Rhode Island is a member of INTASC and has participated in a variety of INTASC initiatives including a project on designing a performance-based system for program approval. In addition, our program approval standards require our institutions of higher education to adopt appropriate national content standards, provide a rationale for the standards selected, and assess candidate performance to the standards for each area of preparation offered at the institution.	Candidate performance must be assessed to the national standards. Candidates are required to maintain a portfolio of their work as one measure of assessment of their performance to the standards.	No	
South Carolina	Yes	7/1/2002	Each teacher education program in the state of South Carolina is evaluated every five years. The teacher education programs must address both NCATE and state standards for the unit as a whole and for each of the program areas in which they recommend candidates for certification. Each teacher education program also has developed an assessment system designed to evaluate candidates, programs and the unit. All programs must also demonstrate candidate knowledge of the state k-2 curriculum standards and assess performance of all candidates on the ADEPT performance system.	All teacher education programs in South Carolina must meet the NCATE standards, must address the national content area standards associated with NCATE accreditation, and state standards (ADEPT, School-to-Work, state k-12 curriculum standards, and commitment to diversity).	South Carolina program approval standards can be found at www.scteachers.org .	N/A	
South Dakota	No					No	

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Has the state implemented criteria for assessing teacher preparation program performance?	Implementation Date	List the entities involved in implementation.	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the Criteria	If state has not implemented criteria, has state proposed implementing criteria for assessing teacher program performance?	List the entities involved in the proposal.
Tennessee	Yes	8/1/1986	State of Tennessee - Department of Education: Office of Teacher Education and Accreditation; also: Tennessee State Board of Education (SBE)	NCATE Standards are the basis of program approval. Eighteen of 39 IHE's have NCATE accreditation. NCATE visits and state visits are often held simultaneously and collaboratively.	Standard #1: Candidate Knowledge, Skills, and Dispositions Standard #2: Assessment System and Unit Evaluation Standard #3: Field Experience and Clinical Practice Standard #4: Diversity Standard #5: Faculty Qualifications, Performance, and Development Standard #6: Unit Governance and Resources	N/A	
Texas	Yes	9/1/1996	The Texas Legislature mandated the implementation of the Accountability System for Educator Preparation (ASEP) in 1996 to ensure that preparation programs are successful in preparing educators. In addition, the law mandates assistance to programs that are not meeting ASEP performance standards. The first ASEP ratings were released by SBEC in September 1998. ASEP rules, policies, and ratings are available on the SBEC website at www.sbec.state.tx.us .ASEP rules and policies were developed with input and participation from a wide range of stakeholders, including representatives of preparation programs, school districts, citizens and parents, the business community, local and national experts in educational evaluation and program accountability, and other individuals and groups.In addition, during the development of ASEP, SBEC and the ASEP Advisory Committees closely examined the state's public school accountability system, the Academic Excellence Indicator System (AEIS).		Full ASEP criteria and policies are available at the SBEC website at www.sbec.state.tx.us .	N/A	
Utah	Yes	1/1/2000	Utah State Office of Education in partnership with National Council for the Accreditation of Teacher Education (NCATE) reviews the IHEs for adherence to standards. Educational Development Advisory Committee proposed: expanding NCATE partnership and implementing NCATE and INTASC standards. Deans Council and Advisory Committee requested creation of and Ad Hoc Committee to study Title II requirements and make recommendations: Developed strategies for adopting NCATE Standards and developed a time line.	NCATE 2000 Standards INTASC Standards	INTASC Standards - 10 principles of what a beginning teacher should know and be able to do. NCATE 2000 Unit Standards and accepted Specialty Professional Association standards describe what students in teacher preparation programs should know and be able to do.	N/A	

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Has the state implemented criteria for assessing teacher preparation program performance?	Implementation Date	List the entities involved in implementation.	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the Criteria	If state has not implemented criteria, has state proposed implementing criteria for assessing teacher program performance?	List the entities involved in the proposal.
Vermont	Yes	5/1/2003	Vermont Standards Board for Professional Educators; Vermont Department of Education	No criteria from national organizations were used. Vermont's criteria were developed to align with the state's program review requirements and after reviewing performance criteria from several states.	<p>Vermont's criteria for assessing the performance of teacher preparation program performance consist of four categories of indicators.</p> <p>I. PROGRAM COMPLETERS' ACADEMIC BACKGROUND</p> <p>A. Program Completers' licensure portfolios meet all performance standards.</p> <p>B. The majority of program completers (>80%) in the cohort meets state passing scores on the Praxis I.</p> <p>C. The majority of program completers (>60%) in the cohort meets state passing scores on any required Praxis II tests.</p> <p>D. All candidates for licensure as secondary teachers have a major in their endorsement area.</p> <p>E. All program completers have an overall average of B or better in the major of their endorsement area and in student teaching.</p> <p>II. CANDIDATES' FIELD-BASED PREPARATION</p> <p>A. Candidates have multiple, concentrated field-based experiences that provide them with opportunities to develop and demonstrate the knowledge, skills and dispositions needed to meet student needs.</p> <p>B. Candidates are provided on-going supervision and support during their field-based experiences which occur over time.</p> <p>C. The quality of candidates' practice in the field is collaboratively assessed by K-12 faculty and supervising faculty from the preparation program.</p> <p>D. The student/faculty ratio for supervision is 5:1 or less per course equivalent in order to ensure candidates receive frequent feedback and appropriate support.</p> <p>III. GRADUATES' PERFORMANCE</p> <p>A. The majority of graduates (70% or more of respondents) from the educator preparation program who are now employed in their field of endorsement rate the preparation they received as "satisfactory" or better.</p> <p>B. The majority of graduates (70% or more of</p>	N/A	

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Has the state implemented criteria for assessing teacher preparation program performance?	Implementation Date	List the entities involved in implementation.	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the Criteria	If state has not implemented criteria, has state proposed implementing criteria for assessing teacher program performance?	List the entities involved in the proposal.
					respondents) from the preparation program are considered to be “well prepared” by the schools that have employed them.		
Vermont (continued)					IV. PROGRAMS’ STATE APPROVAL STATUS A. The institution’s established preparation programs have “full approval” status.* B. The program shows annual progress towards meeting the Results-Oriented Program Approval (ROPA-R) standards and the goals of its ROPA Five Year Plan. (*NOTE: This does not include new preparation programs which can only received “conditional approval” for their first two years of operation.		
Virginia	Yes	7/1/2002	Members of the 19-member Advisory Board on Teacher Education and Licensure (ABTEL), personnel assigned to the Virginia Department of Education, in collaboration with personnel from Virginia’s 37 approved teacher preparation programs and K-12 instructional personnel, including school administrators.	In addition to meeting Virginia Board of Education requirements, several institutions have obtained national accreditation of their programs through the National Council for Accreditation of Teacher Education (NCATE)	A description of criteria may be obtained from the NCATE Web site.	N/A	N/A
Washington	Yes	9/1/2000	Site visits are conducted by OSPI and SBE representatives and include interviews with program faculty, college administrators, teacher candidates, program alumni, and K-12 practitioners familiar with the program. In addition, the Office of the Superintendent of Public Instruction surveys all first year teachers prepared in Washington and employed in public schools in Washington and their principals. Teachers rate their perceived degree of preparation related to all residency certificate standards. The principals rate the degree to which the teachers perform related to the residency certificate standards. Data are aggregated for the state as a whole and disaggregated by program.	State teams conduct site visits for five institutions per academic year. The site visit protocol is patterned after the NCATE standards complete with rubrics (unacceptable, acceptable, and target levels). The team prepares a report that is presented to the state board of education for action related to the program’s approval status.	There are five standards against which programs are assessed: 1. Professional Education Advisory Board - the unit has established a PEAB for each preparation program. 2. Accountability -the unit has a system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. 3. Unit Governance and Resources - the unit has the leadership, authority, budget, personnel, facilities, and resources, including informational technology resources, for the preparation of candidates to meet professional, state, and institutional standards. 4. Program Design - the unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools. 5. Knowledge and Skills - Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge,	No	

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Has the state implemented criteria for assessing teacher preparation program performance?	Implementation Date	List the entities involved in implementation.	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the Criteria	If state has not implemented criteria, has state proposed implementing criteria for assessing teacher program performance?	List the entities involved in the proposal.
					skills, and dispositions necessary to help all students learn. Assessment indicates that candidates must meet professional, state, and institutional standards.		
Washington (continued)					Items in the survey of first-year teachers and their principals are aligned with Washington teacher standards.		
West Virginia	Yes	6/18/2003	Representatives of institutions of higher education with approved educational preparation programs, the West Virginia Department of Education (WVDE), the West Virginia Commission for Professional Teaching Standards (WVCPTS), and the Program Review Board (PRB) were involved, and continue to be, in the implementation of the assessment criteria for teacher preparation program performance.	The standards of the National Council for the Accreditation of Teacher Education (NCATE) as well as Specialty Program Associations are being used as partial criteria for assessing the performance of teacher preparation programs.	Each institution of higher education with approved educational preparation programs will be visited by a team comprised of representatives of higher education, the public schools, and the West Virginia Department of Education (WVDE). The team will verify that the standards specified in West Virginia Board of Education (WVBE) Policy 5100 have been met. The on-site visits will occur every seven years, per the established NCATE cycle.	N/A	
Wisconsin	Yes	7/1/2000	Department of Public Instruction, Colleges and Universities, and Education interest Groups.	National Council for the Accreditation of Teacher Education (NCATE), INTASC, ISLLC.	Program Approval Rules and Program Review Handbook	N/A	NA
Wyoming	Yes	1/1/2001	Wyoming Department of Education University of Wyoming Professional Teaching Standards Board	National Council for Accreditation of Teacher Education.	The institution must be regionally accredited and submit to an on-site visitation. Each standard must be addressed and approval is based on a four point rubric which includes: Met with strength, met, met with weakness and not met.	No	
Guam	No		The University of Guam is the sole teacher preparation institution. A state level committee, the Student Focus Committee, will address the assessment of the UoG teacher preparation program within this school year 2002-2003.	In progress.		Yes	
Puerto Rico	No					Yes	A Collaborative Network was established to promote ample and effective participation of interested parties in the assessment process. The Puerto Rico Department of Education (PRDE), Puerto Rico Council of Higher Education (PRCHE), the College Board (CB), and the Institutions of Higher Education (IHE) conform the network. Working groups were formed to gather and discuss criteria and procedures for the assessment. The Network Steering Committee - (PRDE Undersecretary for Academic Affairs, PRCHE Executive Director, and CB Executive Director) analyzed the recommendations received from the working groups. It also reviewed institutional and programmatic assessment standards and criteria from the PRCHE and from NCATE, and examined the evaluation systems adopted by several states available at the USDE website. A draft of Standards and Procedures for Assessing Performance of Teacher Preparation Programs was prepared by the Steering Committee. This draft was presented by the Secretary of the PRDE to the CEOs and Directors of Education Programs of the IHEs for comments. A revised version was available in July 2002 for public discussion. Recommendations received were evaluated by the Committee and incorporated into the document. Implementation is set for academic year 2003-04. An Evaluation and Technical Assistance Unit has been organized by means of a

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Has the state implemented criteria for assessing teacher preparation program performance?	Implementation Date	List the entities involved in implementation.	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the Criteria	If state has not implemented criteria, has state proposed implementing criteria for assessing teacher program performance?	List the entities involved in the proposal.
							collaboration agreement between the Department of Education and the Council for Higher Education.
Puerto Rico (continued)							This unit will implement the evaluation process as well as the procedures to identify and assist low performing programs as described in Section V.
Virgin Islands	N/A		Virgin Islands Board of Education University of the Virgin Islands Virgin Islands Department of Education	Interstate New Teacher Assessment and Support Consortium (INTASC)	If 66% or more teacher education program completers fail the teacher proficiency exam (Praxis I), the Institution will be considered low performing.	No	

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the criteria.	Do state criteria include a determination of passing rates on state certification and licensure assessments?	Describe the criteria, including pass rate levels.	Do state criteria include indicators of teachers' knowledge and skills?	Describe the criteria	Are there any other criteria?	Other Criteria
Alabama			Yes	The criteria pertaining to a statewide testing program (certification assessments) are referenced in the Teacher Education Standards adopted by the State Board of Education (SBE). The Alabama Prospective Teacher Test (APTT) Program was implemented in December 2002, and is applicable to persons who complete their programs January 1, 2003, and thereafter. Passing the APPT is now a prerequisite for certification. The SBE has set the criteria that institutions must meet in order to avoid being identified as low performing. Those criteria are available at www.alsde.edu/Sections/ Teacher Education & Certification/ Publications/ Documents/ Teacher Education Program Approval Standards [56(3)].	Yes	See description of PEPE criteria provided in response to Question #1, above, and information provided about the APTT in response to #3, above. In compliance with a court degree, the first phase of the APPT Program will be limited to basic skills that all teachers need. Following the successful implementation of that phase, the state will move toward testing pedagogical and subject matter knowledge and skills.	No	
Alaska			No		No		No	
Arizona			Yes	To receive final Board program approval, as per State Board rule R7-2-604 (G)(2,3& 4), at least 75% of the program's graduates from the prior two years must successfully complete the professional knowledge assessment of the Arizona Educator Proficiency Assessment (AEPA) program. To assist in the identification of low performing institutions, this same percentage will also be extended to subject knowledge assessments of the AEPA. Existing Board rules related to the AEPA professional knowledge assessments and additional requirements regarding subject knowledge assessments will be used in the following procedures to identify low performing institutions:1.That at least 75% of the program graduates from the prior two years successfully completed the professional knowledge portion of the Arizona Teacher Proficiency Assessment of their first attempt.2.If at least 60%, but less than 75% of the program graduates successfully completed the professional knowledge portion of the Arizona Teacher Proficiency Assessment in their first attempt, conditional approval of the program may be extended for one year upon approval by the Board of an improvement plan.3.When an applicant has attended more than one institution to complete a professional preparation program, performance on the proficiency assessment shall be attributed to the institution where a practicum was successfully completed.	Yes	Expected content and pedagogical knowledge of individuals recently graduating from teacher preparatory programs are assessed through the AEPA examinations. Pass rates for these examinations will be used as criteria in the state Board evaluation system.	No	N/A
Arkansas			No		No		No	
California			No		Yes	Category III of the Standards of Quality and Effectiveness for teacher preparation programs define the levels of pedagogical competence and performance that teacher candidates must attain as a condition for earning a California teaching credential. Prior to recommending each candidate for a teaching credential, programs must document that the candidate has attained the appropriate level of candidate competence and performance. The Commission, through the Committee on Accreditation, expects accreditation teams to determine whether programs satisfy the relevant standards on the basis of all available information. While the Committee on Accreditation does not expect its review teams to determine independently whether every candidate that has been recommended for certification has achieved the appropriate level of pedagogical	No	

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the criteria.	Do state criteria include a determination of passing rates on state certification and licensure assessments?	Describe the criteria, including pass rate levels.	Do state criteria include indicators of teachers' knowledge and skills?	Describe the criteria	Are there any other criteria?	Other Criteria
						competence and performance, institutions must document how it verifies the competence of each candidate		
California (continued)						<p>SB 2042 requires the development of a new and more effective assessment for teacher education candidates. The newly adopted Standards of Quality and Effectiveness include a set of Teaching Performance Expectations that describe what beginning teachers should know and be able to do regardless of pupil level or content area. These unique, overarching outcome statements define the levels of pedagogical competence and performance that the Commission expects all candidates to attain in order to earn an initial teaching credential. Each program will include an embedded performance assessment, the Teaching Performance Assessment (TPA), that is based upon these expectations and which each candidate will need to pass prior to earning a Preliminary Credential. This high stakes assessment will ensure that each candidate has attained the levels of pedagogical competence and performance that meets the Commission's assessment quality standards. The Commission expects institutions to verify individual attainment prior to recommending a candidate for a teaching credential.</p> <p>In using the newly adopted set of standards, institutions will still be required to demonstrate during an accreditation visit how it verifies the competence of each candidate and the manner in which it utilizes the TPA.</p>		
Colorado			Yes	Pass rates on PLACE content tests are included as a measure among several to assess teacher education program quality.	Yes	Teachers' knowledge and skills are addressed throughout the state's assessment system. See www.cde.state.co.us/cdeprof/li_assessmentframework.htm and www.state.co.us/ccche/policy/matrix.pdf .	No	
Connecticut	National Council for Accreditation of Teacher Education (NCATE)	Effective 7/1/2003, NCATE Standards in additional to Connecticut Statutory and Regulatory requirements will be implemented for program approval and educator certification.	Yes	Yes, based on NCATE regulations, institutions must meet an 80% pass rate minimum to be considered as having met the "acceptable" standard for Candidate knowledge, skills and disposition.	Yes	<p>Connecticut requires the following indicators of a teachers knowledge and skills: Prior to acceptance to an approved educator preparation program:</p> <ol style="list-style-type: none">meeting PRAXIS I requirementachieving a cumulative undergraduate grade point average of at least B-completing a range of general education coursespresenting an essay demonstrating a command of the English languagesubmitting two letters of recommendation andcompleting an interview. <p>Upon completion of the teacher preparation program and prior to certification:</p> <p>* Praxis II or other subject knowledge test, as approved by the State Board of Education</p>	Yes	State statutes require that candidates prepared in Connecticut fulfill specific knowledge requirements in a variety of areas.

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the criteria.	Do state criteria include a determination of passing rates on state certification and licensure assessments?	Describe the criteria, including pass rate levels.	Do state criteria include indicators of teachers' knowledge and skills?	Describe the criteria	Are there any other criteria?	Other Criteria
						Effective 7/1/2003, Connecticut will be implementing NCATE standards and criteria for teachers' knowledge and skills based on national and state teacher and content standards.		
Delaware			No		Yes	Indicators of student learning in the teacher preparation program include: student portfolios, lesson plans, videos, student-developed assessments, logs, research compilations, and instructor-designed assessments. The teacher preparation program must provide coursework in the content area, technology and tools of inquiry, effective teaching strategies, diverse learners, teaching methods, classroom management, reading in the content area, student growth and development, and assessment techniques.	Yes	The portfolio that institutions of higher education develop to document the quality of their teacher preparation program includes evidence of student learning through a sequence of graduated clinical experiences and that throughout the program, students engage in reflection and develop professionally over time as a result of the reflection.
District of Columbia			No	pass rates are expected to be used as a part of a program and unit assessment system that uses performance data of candidates to track student progress and evaluate programs effectiveness.	Yes	The District uses NCATE standards and nationally approved NCATE curriculum standards from specialty organizations.	No	
Florida	NCATE	See #1	Yes	Beginning with students who enter Fall 2000 or later, all students must pass all state assessments. Standard 2: Continued Program Approval: 90 o/o of students in each program will pass the College Level Academic Skills Test (CLAST)or the PRAXIS for program entry; and the Professional Education Subtest, Subject Matter Subtest and General Knowledge Test of the Florida Teacher Certification Examination (FTCE).	Yes	Standard 1 for continued program approval requires all students to demonstrate the Educator Accomplished Practices at the preprofessional level. The Practices define the knowledge and skills required of educators in the areas of Assessment, Communication, Continuous Improvement, Critical Thinking, Diversity, Ethics, Human Development and Learning, Knowledge of Subject Matter (each area of certification has specific content area competencies and standards that must be demonstrated), Learning Environments, Planning, Role of the Teacher, and Technology.	Yes	Standard 5 for continued program approval: Rehire rate: 90 o/o of program graduates who complete their first year of teaching will be rehired or in the case of downsizing, will be eligible for rehiring. Employer satisfaction: At least a satisfactory rating from public and nonpublic schools that employ graduates of the program based on the results of an annual survey administered by the IHEs.
Georgia	N/A	N/A	No	N/A	Yes	Interstate NEW Teacher Assessment and Support Consortium (INTASC) standards and indicators, see http://www.ccsso.org/INTASCst.html for complete list of standards and indicators.	No	N/A
Hawaii			No	Although no specific pass rate levels are stated in the criteria for low performing teacher preparation programs, data for pass rate levels are to be reviewed during the SATE or NCATE reviews. IHE data will serve to inform the extent to which pass rate levels reflect and impact the quality of each teacher preparation program.	Yes	NCATE rubrics that have been adopted for SATE program reviews.	No	
Idaho	Refer to #1 above.	Refer to #1 above.	No	The use of Praxis II content area assessments began in November 2002. A one-year "no-fault" process has been extended to a second "no-fault" year to gather additional data since many of the assessments represented an insufficient number of candidates to make the data statistically significant.	No	Refer to #3 above.	No	
Illinois			Yes	Yes. The criteria for assessing program performance require multiple measures of candidate assessment conducted at multiple points in the teacher education program. Candidate performance on State certification tests constitutes one performance measure, but program performance is based on a spectrum of assessment results.	Yes	Program and candidate performance are measured against the Illinois Professional Teaching Standards, Technology Standards for All Illinois Teachers, Language Arts Standards for All Illinois Teachers, and the area of specialization Content-Area Standards. (See Section II.a.) These standards include indicators of knowledge and performance on content, human development and learning, diversity, planning for instruction and instructional delivery, the learning environment, communication, assessment, collaborative relationships, and professional growth and conduct, and the use of technology. Assessment systems devised by the university and approved by the State Board of Education	No	

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the criteria.	Do state criteria include a determination of passing rates on state certification and licensure assessments?	Describe the criteria, including pass rate levels.	Do state criteria include indicators of teachers' knowledge and skills?	Describe the criteria	Are there any other criteria?	Other Criteria
						measure the performance of teacher candidates and the training program. Beginning October 2003, teacher		
Illinois (continued)						candidates must pass the Assessment of Professional Teaching (APT) which assesses candidate's competencies identified in the core professional education standards. In July 2004, new content-area tests will be implemented that are aligned with the state's Content-Area Standards for Educators.(http://www.isbe.net/profprep/standards.htm)		
Indiana			Yes	As an NCATE partnership state, Indiana will now use the 80% pass rate as a necessary, but not sufficient criteria for accreditation.	Yes	Indiana uses the NCATE standards for the evaluation of the teacher preparation programs for certification. These criteria apply to institutions who do not seek NCATE accreditation, as well as those who seek NCATE accreditation.	Yes	Teacher preparation programs must assure that their candidates meet state standards prior to recommending them for licensure. This is done through approval of their Unit Assessment System http://www.in.gov/psb/future/summary.htm
Iowa			No		Yes	The kinds of indicators for demonstrating competence are defined by each program drawing upon INTASC and other research-based sources.	No	
Kansas	N/A	N/A: See response to question 1. Kansas has criteria in place for assessing teacher preparation program performance.	Yes	Kansas currently requires a passing score of 161 on the Principles of Learning and Teaching (PLT), an ETS assessment. This test measures general pedagogical knowledge at three grade levels: K-6, 5-9, and 7-12. Applicants choose the assessment level appropriate for their educational training.	Yes	The new teaching standards adopted by the State Board of Education in September 2001 include both knowledge and performance indicators. Standards have been approved for general education, professional education and content endorsements.	Yes	Licensure regulations require a passing score on both the pedagogical assessment (PLT) and content test prior to conditional licensure. No-fault testing in all content areas began Fall 2003. In addition, a performance assessment is required during the conditional license period. Additional information regarding the assessments can be found on the KSDE website at www.ksde.org.
Kentucky			Yes	Effective with the 2003-04 academic year institutions a Quality Performance Index (QPI) of 2.65-2.00 shall be classified as at-risk of low performing. Institutions with a QPI less than 2.00 shall be classified as low-performing. The QPI is a calculation based on an institution's summary pass rate on the PRAXIS examinations, three-year average pass rate on the Kentucky Internship Program, and the overall mean score on the Kentucky Educator Program new teacher survey.	Yes	The criteria include teacher intern performance review and a review of institution-specific continuous assessment as well as the summary pass rate on the PRAXIS examinations.	Yes	Implementation of state-specific programs such as school safety, exceptional children, literacy, health, environmental education, technology, and economic education
Louisiana			Yes	<p>During 2002-2003, regression analysis was used to convert overall Praxis passage rates to scaled scores to determine a Certification Index for the calculation of the Institutional Performance Index for the Teacher Preparation Performance Score. Specific scaled scores and grades were assigned to institutions based upon the passage rates of 2001-2002 regular and alternate certification program completers. The scaled scores and grades assigned to the passage rates were the following: (1) Praxis Passage Rate = 98%-100%, Scaled Scores = 125+, Grade = A+; (2) Praxis Passage Rate = 92%-97%, Scaled Scores = 100-124, Grade = A; (3) Praxis Passage Rate = 87%-91%, Scaled Scores = 80-99, Grade = B; (4) Praxis Passage Rate = 80%-86%, Scaled Scores = 50-79, Grade = C; and (5) Praxis Passage Rate = 0%-79%, Scaled Scores = 0-49, Grade = Below C.</p> <p>Information pertaining to the conversion of passage rates to scales scores can be found at the following URL: http://asa.regents.state.la.us/TE/reports/2002.</p>	Yes	During 2002-2003, regression analysis was used to convert mean scores on a new teacher survey to scaled scores to determine a Graduate Satisfaction Index for the calculation of the Institutional Performance Index for the Teacher Preparation Performance Score. The survey was administered to all 2001-2002 traditional program completers who began teaching in public school during fall 2002. The purpose of the survey was to examine the extent to which universities prepared new teachers to address state standards for teachers (i.e., Louisiana Components for Effective Teaching). Teachers used a 1 to 4 point rating scale to respond to 35 statements pertaining to their preparation to begin teaching within schools. Regression analysis was used to convert mean scores to individual scaled scores and grades. The means and corresponding scaled scores and grades were the following: (1) Mean = 128 and above, Scaled Scores = 125+, Grade = A+; (2) Mean = 117.0-127.9, Scaled Scores = 100-124, Grade = A; (3) Mean = 107.0-116.9, Scaled Scores = 80-99, Grade = B; (4) Mean = 93.0-106.9,	No	<p>During 2002-2003, regression analysis was used to convert raw scores representing number of program completers to scaled scores to determine a Quantity Index for the calculation of the Teacher Preparation Performance Score.</p> <p>A goal of a 15% increase in program completers beyond a Baseline Score was established as a target by the State for universities to achieve an "A+" status for quantity. The 15% goal was jointly determined by members of the Board of Regents and Board of Elementary and Secondary Education based upon percentage of uncertified teachers in the State and the anticipated capacity of universities to increase quantity.</p> <p>It was determined that this increase could be exhibited by increasing the overall number of program completers each year and/or increasing</p>

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the criteria.	Do state criteria include a determination of passing rates on state certification and licensure assessments?	Describe the criteria, including pass rate levels.	Do state criteria include indicators of teachers' knowledge and skills?	Describe the criteria	Are there any other criteria?	Other Criteria
						Scaled Scores = 50-79, Grade = C; and (5) Mean = 0-92, Scaled Scores = 0-49, Grade = Below C.		the diversity of the completers (e.g., certification shortage, rural shortage, racial minorities, and teaching minorities).
Louisiana (continued)						<p>The survey questions addressed the following within the Components for Effective Teaching:</p> <p>Domain I: Planning</p> <p>Component A: Teacher plans effectively for instruction.</p> <p>Domain II: Management</p> <p>Component A: Teacher maintains an environment conducive to learning.</p> <p>Component B: Teacher maximizes the amount of time available for instruction.</p> <p>Component C: Teacher manages learner behavior to provide productive learning opportunities.</p> <p>Domain III: Instruction</p> <p>Component A: Teacher delivers instruction effectively.</p> <p>Component B: Teacher presents appropriate content.</p> <p>Component C: Teacher provides opportunities for student involvement in the learning process.</p> <p>Component D: Teacher demonstrates ability to assess and facilitate student academic growth.</p> <p>Domain IV: Professional Development</p> <p>Component A: Experienced teacher plans for professional self-development.</p> <p>Component B: New teacher plans for professional self-development.</p> <p>Domain V: School Improvement</p> <p>Component A: Teacher takes an active role in building-level decision making.</p> <p>Component B: Teacher creates partnerships with parents/caregivers and colleagues.</p> <p>Information pertaining to the Components of Effective Teaching can be found at the following web site: http://www.doe.state.la.us/lde/uploads/870.doc</p> <p>Information pertaining to the conversion of survey mean scores to scales scores can be found at the following URL: http://asa.regents.state.la.us/TE/reports/2002.</p>		<p>System heads were allowed to require all institutions within their system to increase by the same percentage, or they could adjust the degree of increase at individual institutions and require one institution to demonstrate a greater level of increase (e.g., 18%) and another institution to demonstrate a lower level of increase (e.g., 12%) based upon the institution's capacity to increase. An overall 15% increase was required for the total system. Individual public universities were allowed to present information to their system boards if they felt that the program completer targets set for their institutions were not appropriate. A 15% increase in the percentage of program completers was established for all private universities.</p> <p>A Baseline Score was calculated for each institution by determining the total number of regular and alternate certification students who completed the teacher preparation programs during the time period of July 1, 2000 to June 30, 2001. This cohort was selected due to their completion immediately after the approval of the Teacher Preparation Accountability System by the Board of Regents and due to their scores being used to assign grades to institutions during April 2002 for passage of the PRAXIS examinations. The baseline will remain constant until the Teacher Preparation Accountability System is reexamined for 2005-2006.</p> <p>A Quantity Score was calculated for each institution by assigning one point to every regular and alternate certification 2001-2002 program completer. One-half a point was also assigned for every program completer that fit the definitions for: critical certification shortages, critical rural district shortages, racial minorities, and teaching minorities. The total number of program completers were added to the bonus points to determine the Quantity Score.</p> <p>Quantity Score = Program Completers + (.5 * [Certification Shortage + Rural Shortage + Racial Minority + Teaching Minority])</p> <p>The Quantity Score was compared to the Baseline Score to determine the percentage of increase or decrease. Regression analysis was used to convert the percentages to the following scaled scores and grades: (1) Percentage = 15+ and greater increase, Scaled Scores = 125+,</p>

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the criteria.	Do state criteria include a determination of passing rates on state certification and licensure assessments?	Describe the criteria, including pass rate levels.	Do state criteria include indicators of teachers' knowledge and skills?	Describe the criteria	Are there any other criteria?	Other Criteria
								Grade = A+; (2) Percentage = +5% to +14% increase, Scaled Scores = 100-124, Grade = A; (3) Percentage = -3% decrease to +4% increase;
Louisiana (continued)								Scaled Scores = 80-99; Grade = B; (4) Percentage = -4% to -15% decrease, Scaled Scores = 50-79, Grade = C; and (5) Percentage = -16% and greater decrease; Scaled Scores = 0-49, Grade = Below C. Information pertaining to the conversion of percentage of increase in program completers to scales scores can be found at the following URL: http://asa.regents.state.la.us/TE/reports/2002 .
Maine			No		Yes	The first category of unit standards listed above, Initial Teacher Candidate Performance, details ten results-based beginning teacher standards. Each of these ten standards includes five to ten indicators of teacher knowledge and skills. (See full text of the rules, Chapter 114, for details.) Institutions must provide artifacts such as average entrance examination scores, GPAs, sample forms used in on-site evaluations, sample portfolios, etc. to demonstrate the means by which they are assessing individual teacher candidates on these predominantly performance-based criteria.	Yes	The six categories for assessing programs are listed in question 1. Several of these categories (e.g. Faculty Qualifications, Performance, and Development) evaluate criteria other than teachers' knowledge and skills. The details are included in Maine's Ch. 114 rule; see web reference above.
Maryland			Yes	The passing rates on state licensure assessments is one indicator for the "Strong Academic Background" criterion and includes an 80% pass rate on Praxis I and II tests. The specific criteria with indicators can be found in section V, question 2 of this report. It can also be found at: http://www.msde.state.md.us/paab/pds/Institutional_Performance_Criteria.pdf	Yes	The institutional performance criteria for reviewing programs include the following criterion: The education unit uses a performance assessment system that is based on the Essential Dimensions of Teaching or the INTASC standards and is assessed by a standards-based rubric. One of the indicators states: Summarize teacher candidates' performance data based on your assessment system. The teacher candidates performance criteria and indicators are consistent with the NCATE 2000 performance accreditation requirements.	Yes	See criteria at: http://www.msde.state.md.us/paab/pds/Institutional_Performance_Criteria.pdf
Massachusetts			Yes	Required Minimum Pass Rate: Sponsoring organizations with approved programs must demonstrate an 80% pass rate of program completers who take state licensing tests and assessments required for Initial licensure in the field of preparation.	Yes	Required Program Components, and state guidelines and rubrics for preservice performance assessment during the practicum (under development and to be piloted in 03-04 academic year).	No	
Michigan			Yes	Institutions must provide the MTTC passing rate data for all individuals who have been accepted into the teacher preparation program and have registered and taken the MTTC subject-area exams to date (not just program completers). The following statistics are required: the number of the students who took the tests, the number passing the tests, the institutions pass rates, and the statewide pass rate for the basic skills test (and sub-tests), the elementary test, and all specialty-area tests. The institutions need to explain how the data is used for program improvement.	Yes	This is the Quality Indicator Accountability Factor I: Teacher Candidate Performance. In this indicator, the institution is required to prepare teacher candidates who possess the content knowledge, pedagogical skills, and dispositions for teaching and learning. Specifically, institutions have to show the following: A) How are teacher candidates informed of what they are expected to know and be able to do to complete a major, minor, or additional endorsement? B) What strategies are used to ensure that each teacher candidate has knowledge of, and experience with the use of the following: 1) Michigan Curriculum Framework including sections on Content Standards and Benchmarks, Planning Guide, Teaching and Learning, Assessment, and Professional	Yes	There are a total of seven critical accountability factors with criteria for the review, which are supported by the submission of survey and program data. The other factors include: Field Placement, Diversity, Faculty, Parent/Community Involvement, Technology, and Statutory/Regulatory/Policy Requirements. <P>A complete copy of these factors and their quality indicators is available on the website.

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the criteria.	Do state criteria include a determination of passing rates on state certification and licensure assessments?	Describe the criteria, including pass rate levels.	Do state criteria include indicators of teachers' knowledge and skills?	Describe the criteria	Are there any other criteria?	Other Criteria
						Development. 2) State recommended/developed tools and resources.		
Michigan (continued)						3) Entry-Level Standards for Michigan Teachers (ELSMT). 4) Traditional and authentic strategies for assessing student performance. 5) Assessment data to guide instruction and for professional development planning. C) What assistance is provided to candidates who fail the MTTC tests? D) Describe how the Entry-Level Standards for Michigan Teachers (and indicators of achievement) are used to design and assess candidate pedagogy as demonstrated in field experiences. Provide a copy of the assessment instrument used for student teachers and summative results. How is data used for program improvement? E) What assistance/support is provided to candidates whose field experience performance is substandard.		
Minnesota	NA	NA	No	NA	Yes	Content Standards of Teacher Preparation Programs http://www.revisor.leg.state.mn.us/arule/8710/	No	NA
Mississippi			Yes	The Mississippi Board of Education implements two performance standards. Standard One requires that 80% of the teacher preparation program pass Praxis II, both the subject area test and the pedagogy test over a three year period. Programs not receiving a satisfactory rating of 80% over a three year period will receive a designation of APPROVED WITH RESERVATION and shall prepare a plan of improvement. All improvement plans must be approved by the Licensure Commission.	Yes	The indicators include Praxis II tests and the results of job satisfaction surveys sent to all school district administrators requesting they rate the job performance of their first year teachers. In addition, all first year teachers are sent a similar survey and are asked to rate their training and job performance. This information is compiled in the Teacher Performance Report that is submitted to the Mississippi Board of Education, the Board of Trustees of the Mississippi Institutions of Higher Learning, and to the Mississippi Legislature. Programs receiving less than 80% satisfaction over a three year period must prepare a plan of improvement and these plans must be approved by the Licensure Commission.	No	
Missouri			No		Yes	Praxis scores, Completer follow-up surveys, Employer surveys, Candidate Portfolios. Portfolios are one means of assessing candidates' knowledge and skills as described in Standard 1.2 for teachers, Standard 1.3 for school leaders, etc. All candidates (Initial, Advanced and Alternative) are required to produce a portfolio before being recommended for certification all programs are required to evaluate candidates' portfolios before recommending them.	Yes	Data Points for Determining Compliance with MoSTEP Standards:MoSTEP site teams will review considerable data in the process of evaluating individual programs and the education unit as a whole. 1.Candidate Portfolios 2. Surveys of Graduates and 3. Their Employers 4. PRAXIS/SLLA/SSA Scores 5. Institutional Reports 6. Curriculum Matrices 7. Faculty/ Student Interviews
Montana			No		Yes	Outlined in the document: Professional Educator Preparation Program Standards and Procedures.	Yes	Outlined in the document: Professional Educator Preparation Program Standards and Procedures.
Nebraska			No		Yes	The guidelines accompanying Chapter 20 include the INTASC standards and the NCATE standards, both of which include indicators of knowledge and skill. Indicators of	Yes	Content Program criteria are found in Chapter 24 and are based on the national standards of the Specialized Professional Associations addressed

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the criteria.	Do state criteria include a determination of passing rates on state certification and licensure assessments?	Describe the criteria, including pass rate levels.	Do state criteria include indicators of teachers' knowledge and skills?	Describe the criteria	Are there any other criteria?	Other Criteria
						teacher knowledge and skills are also included in the guidelines accompanying Chapter 24, Regulations for Certificate Endorsements.		in #1.
Nevada			Yes	<p>The board may require a review of a teacher preparation program before the expiration of the 5-year period of approval if:</p> <p>(a) During 1 year, 10 or more students who are enrolled in the course of study and training take specialty or pedagogy competency tests, or both, that are required for licensure in Nevada and the percentage of those students who pass the tests is: (1) Before January 1, 2004, less than 90 percent and (2) On or after January 1, 2004, less than 95 percent. If a review is conducted, the state board may renew the approval of the teacher preparation program or revoke the approval based upon the review.</p>	Yes	See Intasc standards at www.ccsso.org/intasc.html .	Yes	<p>On or before July 1 of each year, each school district in Nevada, is required by regulation to report to the department the following information:</p> <p>(a) Number of probationary licensed educational personnel that the school district terminated from employment or did not reemploy for another school year and (b) For each licensee who is reported under (a) the: (1) subject area taught by the licensee, if applicable (2) educational institution that the licensee attended (3) teacher preparation program completed by the licensee and (4) reason that the school district terminated the licensee from employment or did not reemploy the licensee. Each school district shall report the information without disclosing the identity of an individual licensee or otherwise violating the confidentiality of a license. An updated manual or guidance has been completed in June, 2003 to assist institutes of higher education to better align INTASC or Specialty Professional Associations' standards to Nevada standards for Licensure as well as academic standards for students.</p>
New Hampshire			No	<p>A review of pass rates on assessments is not currently part of the review process for all professional teacher preparation programs. Since several of the larger schools require passing Praxis I for admission into the program, the scores are considered when visiting those programs. These scores may be considered in the future.</p>	Yes	<p>In the process of program review the site visit team reviews syllabi and other classroom materials and assessments. The team also conducts observations, reviews a selection of student work, teacher-made tests, and evidence of lab work when appropriate. Interviews with students, instructors, and other IHE teacher training personnel are conducted.</p>	Yes	<p>As mentioned earlier, the review team uses the NHDOE teaching standards in content areas for evidence of effectiveness. See www.ed.state.nh.us and click on "Teacher Certification." Also, the processes and procedures for the teacher training approval process can be found on the NHDOE website: www.ed.state.nh.us, Click on Administrative Rules ED602.</p>
New Jersey	N/A	N/A	No	N/A	Yes	<p>New Jersey's proposed INTASC-based standards, to be adopted in December 2003 will require demonstration of candidates' content knowledge and teaching skills.</p>	Yes	<p>As outlined in N.J.A.C.6A:9-3, the New Jersey standards encompass the following areas:1)Subject Matter Knowledge; 2) Human Growth and Development;3)Diverse Learners; 4) Instructional Planning and Strategies; 5) Assessment; 6) Learning Environment; 7) Special Needs; 8) Communication; 9) Collaboration and Partnerships; and 10) Professional Development.</p>
New Mexico			Yes	<p>As described in earlier sections of this Report, the state conducts a specialty area program review one semester prior to the on-site evaluation of the education unit.</p> <p>During the specialty area review, the PSC examines the following:</p> <p>1) A description of the program including entry and exit requirements;</p> <p>2) A matrix showing the relationship between SBE competencies</p>	Yes	<p>The SBE's competencies describe the knowledge, skills and abilities that an entry-level teacher must have upon exiting a New Mexico college or university teacher education program, and upon entering the teaching profession as a beginning educator. Further, a program approval process exists for New Mexico IHEs.</p> <p>Visit http://www.sde.state.nm.us/ for additional information.</p>	Yes	<p>Refer to the following New Mexico State Department of Education (SDE) publication:</p> <p>NEW MEXICO STATE DEPARTMENT OF EDUCATION, Program Approval for Educator Preparatory Programs In New Mexico's Colleges and Universities</p> <p>Michael J. Davis</p>

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the criteria.	Do state criteria include a determination of passing rates on state certification and licensure assessments?	Describe the criteria, including pass rate levels.	Do state criteria include indicators of teachers' knowledge and skills?	Describe the criteria	Are there any other criteria?	Other Criteria
				and the required courses (course descriptions and course syllabi); 3) Faculty qualifications and development; and				State Superintendent of Public Instruction
New Mexico (continued)				<p>4) Assessment data relative to the following:</p> <p>a. Evidence that students have the skills and knowledge to be good teachers;</p> <p>b. Evidence that students have sufficient knowledge of the profession;</p> <p>c. Evidence that students are able to cope with discipline matters in the classroom; and</p> <p>d. Evidence that students can and do use appropriate technology (description of teaching strategies and Federal reporting requirements, including pass rates on required licensure examinations).</p> <p>The institution's pass rate is considered among other data in determining the quality of its programs. The findings and conclusions of the PSC during this review are provided to the on-site board of examiners team when it evaluates the entire education unit. All findings and conclusions are presented to the SBE for program approval decisions. For those institutions seeking NCATE initial or continuing accreditation, the results are used by NCATE for national accreditation decisions.</p> <p>Refer to the answer of Question No. 5 of this Section for additional information.</p>				<p>March 2001</p> <p>STATE BOARD OF EDUCATION (SBE)</p> <p>James Ball, Director of the Professional Licensure Unit, Accountability & Information Services Division, New Mexico State Department of Education, Santa Fe, New Mexico 87501-2786. Telephone (505) 827-6581.</p> <p>State Department of Education WEB SITE: http://sde.state.nm.us</p> <p>The New Mexico SBE and the SDE do not discriminate with regard to race, culture, ancestry, color, national origin, sex, age, religion, or handicap in their hiring practices.</p> <p>INTRODUCTION</p> <p>The SBE has the responsibility for determining the requirements and qualifications for licensed New Mexico educators. Since 1989, a competency-based system for preparing and licensing educators has been in place. The main features of this system include:</p> <p>> A set of SBE adopted competencies for each licensure and endorsement area. The competencies reflect the skills, knowledge, and abilities that beginning educators are expected to have upon completion of a New Mexico educator preparation program.</p> <p>> A specialty area program approval process whereby the SBE's Professional Standards Commission (PSC) reviews the licensure and endorsement programs at each institution of higher education (IHE) in New Mexico to ensure compliance with the SBE's licensure regulations and competencies.</p> <p>> A program approval and national accreditation process by which the entire education unit (college, department, school of education, etc.) at a New Mexico IHE is evaluated based on New Mexico's competencies and on the national standards of the National Council for the Accreditation of Teacher Education (NCATE).</p>

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the criteria.	Do state criteria include a determination of passing rates on state certification and licensure assessments?	Describe the criteria, including pass rate levels.	Do state criteria include indicators of teachers' knowledge and skills?	Describe the criteria	Are there any other criteria?	Other Criteria
New Mexico (continued)								<p>PURPOSE</p> <p>The purpose of this publication is to describe the SBE's process for approving all programs at New Mexico's colleges and universities that prepare educators for New Mexico licensure. It will also assist college and university officials in preparing for program approval activities.</p> <p>THE PROFESSIONAL STANDARDS COMMISSION</p> <p>The PSC is a 19-member advisory body to the SBE on all policy and regulatory matters relative to educator preparation, licensure, and the professional ethics of educators. Members are appointed by the SBE during an open meeting and may serve two three-year terms.</p> <p>The PSC facilitates program approval procedures, serves on visiting teams to evaluate New Mexico's educator preparation programs, evaluates specialty area programs to ensure compliance with the SBE's licensure and endorsement requirements, and makes recommendations to the SBE for changes, additions, or deletions to SBE licensure regulations.</p> <p>THE NEW MEXICO/NCATE PARTNERSHIP</p> <p>In 1991, the SBE entered into a partnership with the National Council for the Accreditation of Teacher Education (NCATE) to improve the quality of teacher preparation in New Mexico and to increase the efficiency and effectiveness of the program approval process.</p> <p>NCATE is a voluntary, national professional accrediting agency that determines which colleges and universities meet national standards in preparing teachers. All New Mexico IHEs that prepare teachers are evaluated on the NCATE/New Mexico standards and protocol whether or not they seek NCATE accreditation. The partnership facilitates a flexible evaluation system whereby NCATE unit standards are combined with New Mexico's specialty area program competencies to assess the quality of New Mexico's educator preparation programs.</p>

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

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New Mexico (continued)								<p>For those institutions that choose NCATE accreditation, a joint team comprised of NCATE and state representatives conducts an on-site visit in accordance with the NCATE/New Mexico protocol. The IHEs that do not choose to be NCATE accredited will be visited by a team consisting of state members only.</p> <p>The partnership between the SBE and NCATE for university program approval establishes two levels of program approval procedures:</p> <ol style="list-style-type: none">1. approval of the entire education unit (college, department, or school of education) to ensure that the six (6) NCATE unit standards – Candidate Knowledge, Skills, and Dispositions, Assessment System and Unit Evaluation, Field Experience and Clinical Practice, Diversity, Faculty Qualifications, Performance, and Development, Unit Governance and Resources – are met; and2. approval of individual specialty area (licensure and endorsement) programs to ensure that SBE competencies are taught in all specialty area programs that lead to a New Mexico entry level license and endorsement and that each specialty area program meets the requirements established by the SBE. <p>APPROVAL OF THE UNIT</p> <p>National accreditation by NCATE is optional for IHEs, but SBE program approval is not. New Mexico IHEs that wish to have their graduates of educator preparation programs licensed by the SBE must have SBE program approval.</p> <p>The visiting team assesses if and how the institution meets the NCATE/State unit standards and records its findings and conclusions in the Board of Examiners (BOE) Report. The institution has the opportunity to respond to the BOE Report in the Institutional Rejoinder. Both the BOE report and the Institutional Rejoinder are submitted to NCATE officials for decisions regarding NCATE accreditation and to the SBE for state program approval decisions. For those IHEs that do not seek NCATE accreditation, the BOE Report and the Institutional Rejoinder are</p>

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the criteria.	Do state criteria include a determination of passing rates on state certification and licensure assessments?	Describe the criteria, including pass rate levels.	Do state criteria include indicators of teachers' knowledge and skills?	Describe the criteria	Are there any other criteria?	Other Criteria
								submitted to the PSC and SBE only. Institutions are typically visited every five years. Institutions found to have excessive unmet standards and/or weaknesses may be visited more often if so directed by the SBE or by NCATE.
New Mexico (continued)								SUMMARY OF NCATE UNIT STANDARDS Conceptual Framework The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. I. CANDIDATE PERFORMANCE Standard 1: Candidate Knowledge, Skills, and Dispositions Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards. Standard 2: Assessment System and Unit Evaluation The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. II. UNIT CAPACITY Standard 3: Field Experience and Clinical Practice The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge skills, and dispositions necessary to help all students learn. Standard 4: Diversity

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

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								The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in p-12 schools.
New Mexico (continued)								<p>Standard 5: Faculty Qualifications, Performance, and Development</p> <p>Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.</p> <p>Standard 6: Unit Governance and Resources</p> <p>The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.</p> <p>APPROVAL OF SPECIALTY AREA PROGRAMS</p> <p>In order to improve the entire program approval process, the PSC recently revised the procedures for reviewing university specialty area (licensure and endorsement) programs and recommending approval of the programs to the SBE. The new procedures will ensure that New Mexico IHEs that prepare teachers and other school professionals are accountable for designing and delivering rigorous programs that meet the SBE's requirements and incorporate the SBE's adopted program competencies.</p> <p>The PSC's specialty area review process is coordinated with the unit program approval process in that the PSC shall conduct the specialty area program reviews for each institution during the semester prior to its on-site evaluation of the entire unit. In this way, the on-site evaluation team will have access to the findings and conclusions of the PSC as well as final SBE action relative to the institution's licensure and endorsement programs. The on-site team, therefore, will not need to review specialty area programs.</p> <p>The Review Cycle</p>

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

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								The PSC shall conduct the specialty area program reviews on a 10-year continuum with an intensive review occurring during years 1 and 10 and a general paper review occurring during year 5.

New Mexico (continued)								<p>A. The Intensive Review Process – Years 1 and 10</p> <p>Officials of the IHE shall provide the PSC with program portfolios and an oral presentation. The presentations shall include the following:</p> <p>1. A description of the program including entry and exit requirements;</p> <p>2. A matrix showing the relationship between SBE competencies and the required courses;</p> <p>3. Course descriptions;</p> <p>4. Course syllabi;</p> <p>5. Faculty qualifications and development;</p> <p>6. Assessment data relative to the following:</p> <ul style="list-style-type: none">• Evidence that students have the skills and knowledge to be good teachers;• Evidence that students have sufficient knowledge of the profession;• Evidence that students are able to cope with discipline matters in the classroom;• Evidence that students can and do use appropriate technology; <p>7. A description of teaching strategies; and</p> <p>8. Federal reporting requirements.</p> <p>The PSC may invite teachers, administrators, parents, teacher organization representatives, or other professionals to participate in the intensive review of university specialty area programs.</p> <p>B. The General Paper Review Process – Year 5</p> <p>Officials of the IHE shall provide the PSC with program portfolios and an oral presentation to include:</p>
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Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the criteria.	Do state criteria include a determination of passing rates on state certification and licensure assessments?	Describe the criteria, including pass rate levels.	Do state criteria include indicators of teachers' knowledge and skills?	Describe the criteria	Are there any other criteria?	Other Criteria
								1. A description of the program: 2. A matrix showing the relationship between the SBE competencies and the required courses; 3. Course descriptions; 4. Course syllabi;
New Mexico (continued)								5. Any significant program changes, additions, and deletions; and 6. Assessment data and results. SCHEDULE FOR UNIT AND SPECIALTY AREA PROGRAM APPROVAL FOR NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION The PSC is appointed by the SBE and serves as a permanent advisory body to the SBE on matters related to the approval of professional preparatory programs leading to educator licensure in New Mexico IHEs. In 1992, the New Mexico SDE established a partnership with the National Council for the Accreditation of Teacher Education (NCATE). Although NCATE accreditation is optional, as an NCATE partner New Mexico measures the quality of educator preparation programs offered in its IHEs based on NCATE standards and procedures. A joint NCATE state team conducts the on-site evaluations for NCATE accredited institutions and for institutions that are in candidacy for NCATE accreditation. A PSC appointed state team conducts the on-site evaluations for non-NCATE accredited institutions. COLLEGE OF SANTA FE Standard and Alternative Programs Last Visit -- spring 2002 SBE Approval -- summer 2002 NCATE Accred. -- N/A* Specialty Program Review -- fall 2008 Follow-Up Activities -- Annual Report Next Visit -- spring 2009**

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the criteria.	Do state criteria include a determination of passing rates on state certification and licensure assessments?	Describe the criteria, including pass rate levels.	Do state criteria include indicators of teachers' knowledge and skills?	Describe the criteria	Are there any other criteria?	Other Criteria
								COLLEGE OF THE SOUTHWEST Standard Program Last Visit -- fall 1998 SBE Approval -- spring 1999 NCATE Accred. -- N/A*
New Mexico (continued)								Specialty Area Program Approval -- fall 2003 Follow-up Activities -- Annual Report Next Visit -- 9/21-24/2003** EASTERN NEW MEXICO UNIVERSITY Standard and Alternative Programs Last Visit -- spring 1998 SBE Approval -- winter 1999 NCATE Accred. -- Yes, 10/98 Specialty Area Program Review -- 11/16-18/2003 Follow-Up Activities -- Annual Report Next Visit -- 4/17-21/2004+ NEW MEXICO HIGHLANDS UNIVERSITY Standard Program Last Visit -- spring 1999 SBE Approval -- summer 1999 NCATE Accred. -- Yes, 8/99 Specialty Area Program Review -- spring 2005 Follow-Up Activities -- Annual Report Next Visit -- fall 2005+ NEW MEXICO INSTITUTE OF MINING AND TECH. Standard Program - Math/Science only Last Visit -- spring 1999

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

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								SBE Approval -- fall 2002 NCATE Accred. -- N/A* Specialty Area Program Review -- fall 2004 (Math/Science only) Follow-Up Activities -- New Program 2002 Next Visit -- fall 2004* **#
New Mexico (continued)								NEW MEXICO STATE UNIVERSITY Standard Program Last Visit -- fall 2002 SBE Approval -- summer 2003 NCATE Accred. -- Yes, 4/03 Specialty Area Program Review -- spring 2009 Follow-up Activities -- Annual Report Next Visit -- fall 2009+ NORTHERN NEW MEXICO COMMUNITY COLLEGE Alternative Program Last Visit -- New SBE Approval -- spring 2002 NCATE Accred. -- N/A* Specialty Area Program Review -- N/A Follow-Up Activities -- New Next Visit -- 10/12-15/2003**# SANTA FE COMMUNITY COLLEGE Alternative Program Last Visit -- New SBE Approval -- spring 2002 NCATE Accred. -- N/A* Specialty Area Program Review -- N/A

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

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								Follow-Up Activities -- New Next Visit -- 11/9-12/2003**# UNIVERSITY OF NEW MEXICO Standard Program Last Visit -- fall 2000 SBE Approval -- spring 2002
New Mexico (continued)								NCATE Accred. -- Yes, 10/01 Specialty Area Program Review -- spring 2007 Follow-up Activities -- Annual Report Next Visit -- fall 2007+ UNIVERSITY OF PHOENIX Alternative Program Last Visit -- Pending SBE Approval -- fall 2002 NCATE Accred. -- N/A* Specialty Area Program Review -- N/A Follow-up Activities -- None at this time Next Visit -- fall 2004** WAYLAND BAPTIST UNIVERSITY Alternative Program Last Visit -- New SBE Approval -- fall 2002 NCATE Accred. -- N/A* Specialty Area Program Review -- N/A Follow-up Activities -- None at this time Next Visit -- fall 2004** WESTERN NEW MEXICO UNIVERSITY Standard Program

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

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								Last Visit -- spring 1998 SBE Approval -- winter 1999 NCATE Accred. -- Yes, 10/98 Specialty Area Program Review -- 4/14-16/2004 Follow-up Activities -- Annual Report Next Visit -- 4/17-21/2004+ * NCATE accreditation not sought
New Mexico (continued)								** State team only + Joint State/NCATE team # Alternative Licensure Only Note: Institutions that develop new specialty area programs or make major substantive changes in existing programs prior to its next scheduled review, should bring those new or revised programs to the PSC for review and approval as soon as possible.
New York			Yes	New York State Teacher Certification Exam Program Tests for Program Completers: Liberal Arts and Sciences Test - Pass rate 220 out of 300 Assessment of Teaching Skills (Written)- Pass rate 220 out of 300 Content Specialty Test (knowledge of subject(s) to be taught)- Pass rate 220 out of 300. For institutions: The criteria from Subparagraph (iv) of Commissioners Regulation 52.21(b)(2): 1) evidence that the teacher education programs are evaluated regularly by institutions and that such evaluations are considered for making program improvements. 2) a requirement that no fewer than 80 percent of students who satisfactorily complete the institutions teacher education programs pass each required examination for an initial or provisional teaching certificate. 3) a requirement that education programs be accredited by December 31, 2004 by an acceptable professional education accrediting body or the Board of Regents.	Yes	All teachers are required to achieve qualifying scores on the following New York State Teacher Certification Examinations in order to obtain a provisional certificate: Liberal Arts and Sciences Test (general knowledge)and the Assessment of Teaching Skills-Written Test. All teachers are required to achieve qualifying scores on the following New York State Teacher Certification Examinations in order to obtain a permanent certificate, a Content Specialty Test and an Assessment of Teaching Skills (Performance Video). http://www.highered.nysed.gov/ocue/rules.htm See Commissioner's Regulations 52.21 (b)	Yes	Indicators of teachers' knowledge and skills are set forth in Commissioner's Regulation 52.21. www. highered.nysed.gov/ocue/rules.htm
North Carolina			Yes	Specialty Area Exams The pass rate on the Praxis specialty area exams of individuals identified by the IHE as program completers is calculated using the best scores of each completer.	Yes	Graduates and employers are surveyed to assess their satisfaction with the preparation received by the beginning teacher. To meet the criteria institutions must have 70% of respondents give a favorable rating.	Yes	Involvement with/service to the public schools http://sbepolicy.dpi.state.nc.us/ (QP-E-011)

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

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				To meet the criteria, institutions must have a 70% pass rate.				
North Dakota			Yes	Effective July 1, 2003, all initial applicants will be required to pass the PPST.	Yes	Under criteria assessment plan, the program uses sequential assessments of candidates knowledge and skill and uses these measures to make decisions about candidate performance at multiple points before program completion.	No	
Ohio			Yes	Institutions are required to be at or above the 80% pass rate level on the summary score category on the Praxis II tests for program completers.	Yes	Chapter 24 of the Ohio Administrative Code requires institutions to be approved, among other things, on the basis of consideration of the performance of graduates. Ohio implemented the high stakes Praxis III classroom performance assessment in Fall 2002. The success of graduates on this test during the entry year into teaching is one measure of the performance of the teacher preparation programs.	No	
Oklahoma			No		Yes	Teacher competencies are outlined in the document Full, Subject Matter, Competencies for Licensure and Certification: General Competencies for Licensure and Certification	Yes	Portfolios and Program Reviews
Oregon			No	Oregon Administrative Rules have required passing of appropriate content tests for program completion since January 1999, therefore, all pass rates are 100%.	Yes	Candidates are required to develop two teacher work samples during full-time student teaching that document a unit of instruction, including ongoing assessment and student learning gains. OAR 584-017-0185(1) and OAR 584-017-0180(7).	Yes	There are standards in admission, retention, preparation for developmental needs of students, and field experiences.
Pennsylvania			Yes	Pa. requires established pass rates to be met for all instructional certificates. Pennsylvania utilizes the Praxis assessment system. General Standards requests information on the submission of data required for annual and biennial reports (Title II) and how it is used to modify and improve the professional education programs. Program pass rates below 70 is part of the Title II low-performing definition in Pennsylvania.	Yes	These are described in our General Standards/Specific Program Guidelines for State Approval of Professional Educator Programs (Appendix D of state plan) or www.pde.state.pa.us	No	Performance and Professionalism requirements must also be met, per state guidelines.
Rhode Island			No		Yes	Candidates in pre-service preparation programs must maintain a portfolio of their work that is used by the institution to assess their performance to the RI Beginning Teacher Standards and the national content standards in the area of preparation.	No	
South Carolina			Yes	Scores on the state's certification tests are considered as part of the information an institution must produce to indicate quality of candidates and are one the factors in determining if an institution is low-performing or at-risk. The required pass rate on state certification assessments is 80%.	Yes	Scores on the state's certification tests are considered as part of the information an institution must produce to indicate quality of candidates and are one the factors in determining if an institution is low-performing or at-risk. All institutions must also demonstrate candidate knowledge and skills as a part of the education unit's continuous assessment system. Candidates must also meet criteria establish as a part of the ADEPT process, the state's beginning teacher performance standards.	Yes	All teacher education programs must submit annually information related to each unit's assessment system for evaluating candidate progress, achievement, and program evaluation. Institutions must also provide evidence of candidates' successful performance on the ADEPT system.
South Dakota			No		No		No	
Tennessee			Yes	From Tennessee Code Annotated 49-5-5607: Beginning in 1986, the State Board of Education shall review the scores on the state teacher examination from each public and private teacher-training institution. Any institution which had thirty percent (30) or more of its students fail the examination in the previous year shall be informed and placed on temporary probation. Any institution which has thirty percent (30) or more of students fail in two (2) consecutive years shall have its state certification revoked by the State Board of Education. Any institution may regain its certification when seventy percent (70) of those students taking the examination in an academic year achieve	Yes	Praxis Exams: 522 - Principles of Learning Teaching, K-6 or 523 - Principles of Learning Teaching, 5-9 or 524 - Principles of Learning Teaching, 7-12 Also: Praxis Specialty Exams in the content area, as well as portfolio demonstrations of knowledge and skills.	Yes	STATE BOARD OF EDUCATION RULES: APPROVAL OF TEACHER EDUCATION PROGRAMS AND INSTITUTIONS; ALSO ADMISSION TO TEACHER EDUCATION PROGRAMS Paragraphs (12) and (13) of Rule 0520-2-4-.01 (Certification-General Regulations): (12) Approval of Teacher Education Programs

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

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				<p>a passing score.</p> <p>Annually , the State Department of Education prepares a summary report regarding the performance of teacher preparation graduates on the required licensure exams.</p>				<p>and Institutions. All programs of teacher education and the institutions providing these programs must be approved by the State Board of Education. This shall be done according to standards and procedures established by the State Board of Education.</p> <p>(13) Admission to Teacher Education Programs.</p> <p>(a) Each institution of higher education offering teacher education programs will develop and submit to the State Department of Education a description of its admissions procedures, taking</p>
Tennessee (continued)								<p>into account the Teacher Education Policy (January, 1988, as the same may be amended), National Council of Accreditation of Teacher (NCATE) standards, and guidelines promulgated by the State Board of Education.</p> <p>(b) Praxis I, an assessment of academic skills, will be used as a part of the admissions process for entrance into teacher education. Praxis I offers two testing formats, the Pre-Professional Skills Test (PPST), in a paper-and-pencil format and the Computer-Based Academic Skills Assessments in a computer delivered format. Either form is acceptable.</p> <p>1. Candidates seeking admission to approved teacher education programs in Tennessee colleges and universities shall attain scores as follows on either the Pre-Professional Skills Test or the Computer-Based Academic Skills Assessments.</p> <p>Pre-Professional Computer-Based Academic Skills Test Skills Assessment</p> <p>Mathematics 173 318</p> <p>Reading 174 321</p> <p>Writing 173 319</p> <p>2. Candidates who fail to pass any required subtest(s) of the PPST may retake such subtests as often as such tests are administered. Candidates retaking any of the subtests must attain cut off scores in effect at the retesting time.</p> <p>3. Persons who fail the tests after having taken them twice may appeal. Each institution of higher education will establish an appeals committee to evaluate the appeal of a person who has failed</p>

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

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								<p>the tests but appears strong on other admissions criteria established by the institution. Appeals procedures and criteria will take into account the Teacher Education Policy and NCATE standards.</p> <p>(c) Admissions procedures will specify the process by which failure to meet standards may be appealed. Each institution will report to the State Department of Education annually (1) the number of students admitted to teacher education programs, and (2) the number admitted on appeal.</p>
Tennessee (continued)								<p>(d) NCATE standards for admission to teacher education programs will apply to all candidates for teacher education, beginning with those seeking admission to teacher education programs in fall 1990.</p> <p>(e) Candidates seeking admission to approved teacher education programs in Tennessee who have attained a composite score of 21 or above on the American College Testing Program (ACT) or a composite score of 22 or above on the Enhanced ACT Assessment or who have attained a combined verbal and mathematical score of 920 or above on the Scholastic Aptitude Test (SAT) or a combined verbal and mathematical score of 1,020 or above on the recentered Scholastic Achievement Test (SAT) shall be exempt from taking a state-mandated test for admission.</p> <p>(f) Candidates with a baccalaureate degree from a regionally accredited institution seeking admission to approved graduate level teacher education programs in Tennessee shall be exempt from taking a state-mandated test for admission provided the institution establishes appropriate test requirements.</p> <p>(g) Institutions of higher education offering approved programs in school administration and supervision will develop and submit to the State Department of Education a description of admissions procedures in accordance with guidelines established by the State Board of Education.</p>
Texas			Yes	<p>ASEP performance data are reported according to seven groups of students: the "All Students" group, and data disaggregated according to ethnic and gender groups. Each group must perform at the acceptable level according to ASEP standards.</p> <p>ASEP uses two types of pass rates at the entity level: initial rates</p>	Yes	ASEP uses pass rates indicating candidates' success on content and pedagogy tests required for certification as an educator. These assessments are based on validated, job-related standards representing what effective educators should know and be able to do. Content-area assessments for certification are based on the state-mandated public	Yes	<p>ASEP rules provide for commendations to recognize programs that have achieved success in, for example, (a) the diversity of their candidates or (b) the proportion of candidates that are prepared in the subject areas of greatest need.</p>

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

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				and final rates. Initial pass rates represent the success of a cohort of program completers on the certification tests passed by the first December 31st following the academic year of completion. Final pass rates reflect the success of a cohort of program completers on the certification tests passed as of the second December 31st following the academic year of completion. To be rated as "Accredited" under ASEP, each of the seven student groups must achieve either an initial pass rate of 70% or a final pass rate of 80%.		school curriculum, the TEKS.		
Utah			Yes	PRAXIS II - Principles of Teaching and Learning. Utah established a base line passing score in late October, 2001. Individuals licensed after 1/1/2003 must achieve a passing score of 160 to move from a License Level 1 to a Level 2.	Yes	NCATE unit standards, INTASC standards, national association standards	Yes	Content areas without association standards use State standards based upon NASDTEC standards adopted in 1992.
Vermont			Yes	The majority of program completers (>80) in the cohort meets state passing scores on the Praxis I. The majority of program completers (>60) in the cohort meets state passing scores on required Praxis II tests.	Yes	Program completers' licensure portfolios meet all performance standards. All candidates for licensure as secondary teachers have a major in the content area of their endorsement. All program completers have an overall average of B or better in the major of their endorsement areas and in student teaching. In follow-up surveys, schools who employ the program's graduates consider the majority (70 or more) to have been "well prepared."	Yes	Quality of field-based preparation that the program provides: -multiple, concentrated field-based experiences -on-going supervision and support of candidates -candidates' practice in the field is collaboratively assessed by cooperating faculty and college supervising faculty -student/faculty ratio is 5:1 or less per course equivalent The majority (70 or more) of graduates from the preparation program who are now teaching in their endorsement area rate their preparation as "satisfactory" or better. The preparation program has "full approval" status. The program shows annual progress towards meeting the ROPA-R Standards and the goals of its Five Year Plan.
Virginia	N/A	N/A	Yes	Candidates enrolled in approved teacher preparation programs must pass both Praxis I and Praxis II assessments to be recommended by the college/university as eligible for licensure on the basis of completing an approved program. A 70% Pass Rate on Praxis II: Content Assessments is required for candidates fully enrolled in teacher preparation program and who take the required assessment during the report year.	Yes	The Regulations Governing Approved Programs for Virginia Institutions of Higher Education, Regulations include indicators of teachers knowledge and skills. Candidates must meet the competencies established by the Virginia Licensure Regulations for School Personnel. The regulations may be accessed at the Department of Education Web site: http://www.pen.k12.va.us/VDOE/newvdoe/teached.html	No	N/A
Washington	Specialty Professional Association standards were used to help inform the development of		No	Criteria are under review. When completely implemented, teacher candidates will have to pass three state-mandated assessments:	Yes	State Board of Education "program approval standards" identify the set of knowledge and skills to be addressed by each preparation program. Specific performance indicators are identified by the respective preparation programs. Summaries of candidate performance on the indicators are	Yes	All teacher candidates must provide evidence that documents their positive impact on student learning. The evidences are reviewed during site visits. If insufficient evidence exists, programs are cited in the team report.

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the criteria.	Do state criteria include a determination of passing rates on state certification and licensure assessments?	Describe the criteria, including pass rate levels.	Do state criteria include indicators of teachers' knowledge and skills?	Describe the criteria	Are there any other criteria?	Other Criteria
	Washington's endorsement competencies.			<p>The basic skills test (effective September 1, 2002) is required for admission to a state-approved teacher education program. Candidates must pass all three sections (reading, writing, mathematics).</p> <p>Content tests for each endorsement area will be required for the residency certificate as of September 1, 2005.</p> <p>The pedagogy assessment is administered during student teaching. Effective September 1, 2004, candidates must pass all sections of the assessment to qualify for a residency certificate.</p>		reviewed by the State Board of Education site visit teams.		
Washington (continued)				<p>At this point, no specific benchmarks have been set for evaluating teacher program performance on these assessments. (The basic skills test is an admission requirement, so the pass rate will be 100%; some graduate-level programs may also choose to make the content tests an admission requirement, creating a 100% pass rate for those programs.)</p> <p>Data from the assessments will be reviewed at the time of site visits, and programs will be expected to provide evidence that they have used assessment data to improve program effectiveness.</p>				
West Virginia			Yes	In an ongoing effort, West Virginia works with the Educational Testing Service (ETS) and practitioners to determine cut scores which are ultimately approved by the West Virginia Board of Education (WVBE).	Yes	West Virginia requires all individuals to pass the Praxis II content specialization test(s) and the Principles of Learning and Teaching (PLT) test specific to their area(s) of endorsement. Institutions of higher education are also required by state policy to utilize institutionally-developed performance assessment instrument(s) to evaluate an individual's knowledge and skills during field and clinical experiences	No	
Wisconsin	NA	NA	No	N.A.	Yes	<p>See state rule at -- http://www.dpi.state.wi.us/dpi/dlsis/tel/pi34.</p> <p>Especially IHEs must:</p> <p>(c) Identify the performance tasks within the professional education program, which support each of the standards. The performance tasks shall meet all of the following requirements:</p> <p>1. The performance tasks shall be specific and grounded in research based on best practices in education.</p> <p>2. The performance tasks shall include the content of the standard.</p> <p>3. The performance tasks shall demonstrate mastery of the standard.</p> <p>4. The performance tasks shall be measurable over time.</p> <p>(2) Assessments of knowledge, skills and dispositions within a professional education program.</p>	No	

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the criteria.	Do state criteria include a determination of passing rates on state certification and licensure assessments?	Describe the criteria, including pass rate levels.	Do state criteria include indicators of teachers' knowledge and skills?	Describe the criteria	Are there any other criteria?	Other Criteria
						Assessments shall meet all of the following requirements: (a) Assessments shall be measured using the following 5 categories: 1. Communication skills. 2. Human relations and professional dispositions. 3. Content knowledge for subject area programs that meet all of the following requirements:		
Wisconsin (continued)						a. Content knowledge shall be determined by passing scores on standardized tests approved by the state superintendent which shall include Wisconsin's model academic standards. b. Content knowledge assessment shall be developed according to standards adopted by the state superintendent from recommendations by the professional standards council as required under s. 115.425, Stats., or standards adopted by the SCD using national standards, guidelines from learned societies or national organizations, or other recognized groups or organizations. 4. Pedagogical knowledge. 5. Teaching practice. (b) Assessments shall be developmental, multiple and measurable over time. (c) Assessments shall be grounded in research based on best practices in education.		
Wyoming			No		Yes	Wyoming' state indictors of teachers' knowledge and skills are stated in the PTSB program approval standards. The standards are published in the Wyoming Rules and Regulations Certification of School Personnel, which is available on the web: http://www.k12.wy.us/ptsb.html . These program standards require the institution to show evidence of students' knowledge, skills and/or competencies for each standard. It is the institution's responsibility to develop a system to evaluate students and compile the data.	No	
Guam	NCATE		Yes	A basic skills test is required for initial teaching certification. This test developed by the Center for Applied Linguistics covers 4 communication skills including listening, reading, writing and speaking. Since there are 4 forms of the test, the pass rates vary from form to form. 2002 update - The Praxis I test on basic skills has been adopted and succeeds the Guam Educators Test of English Proficiency commencing in September, 2002.	Yes		No	
Puerto Rico		The assessment criteria are geared to assure that the teacher preparation	Yes	To be in good standing, programs must have a summary pass rate of at least 75% on teacher certification tests.	Yes	Refer to Standards and Procedures for Assessing Performance of Teacher Preparation Programs in Puerto Rico, Section 2.1 (March 2002)	No	

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the criteria.	Do state criteria include a determination of passing rates on state certification and licensure assessments?	Describe the criteria, including pass rate levels.	Do state criteria include indicators of teachers' knowledge and skills?	Describe the criteria	Are there any other criteria?	Other Criteria
		program complies with the following standards: 1. Ensures that candidates for professional certification possess the knowledge, skills and competencies defined as appropriate for their area of responsibility.						
Puerto Rico (continued)		2. Has high quality professional education programs that are derived from conceptual framework that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission and continuously evaluated. 3. Ensures that clinical experiences are well planned, of high quality, integrated throughout the program sequence, and continuously evaluated. 4. Has and implements plans to recruit, admit and retain student population who demonstrate potential for professional success in schools. 5. Plans to recruit, employ and retain faculty who demonstrate professional qualifications and high quality instruction and promotes continued						

Criteria for Assessing the Performance of Teacher Preparation Programs (continued)

State	Specify any national organizations whose criteria are being used or that are involved in some other way.	Describe the criteria.	Do state criteria include a determination of passing rates on state certification and licensure assessments?	Describe the criteria, including pass rate levels.	Do state criteria include indicators of teachers' knowledge and skills?	Describe the criteria	Are there any other criteria?	Other Criteria
		professional development. 6. Governing Board and Administrators have adopted and implemented policies and procedures supportive of programs for the preparation of professional educators.						
Puerto Rico (continued)		7. The program unit and the professional education community collaborate to improve the quality of education in the schools. 8. Has sufficient facilities, equipment and budgetary resources to fulfill its mission and offer quality programs.						
Virgin Islands			Yes	Praxis Passing Scores: CBT Reading 322 CBT Writing 320 CBT Mathematics 315 PPST Mathematics170 PPST Reading 175 PPST Writing 174	No		No	